



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DRAFT – PENDING NYSED APPROVAL**

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

**09X070**

**School Name:**

**PS70, THE MAX SCHOENFELD SCHOOL**

**Principal:**

**MS KERRY CASTELLANO**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS 070, MAX SCHOENFELD SCHOOL School Number (DBN): 09X070  
School Level: ELEMENTARY Grades Served: K-5  
School Address: 1691 WEEKS AVE, BRONX NY 10457  
Phone Number: 718-583-6000 Fax: 718-583-6006  
School Contact Person: \_\_\_\_\_ Email Address: \_\_\_\_\_  
Principal: MS KERRY CASTELLANO  
UFT Chapter Leader: Mr. Jonathan Alejandro  
Parents' Association President: Ms Lilliana Gonzalez  
School Leadership Team  
Chairperson: Ms Melendez  
Student Representative(s): n/a

**District Information**

District: 9 Superintendent: Ms Leticia Rodriguez Rosario  
Superintendent's Office Address: 450 St Paul's Place  
Superintendent's Email Address: LRosario2@schools.nyc.gov  
Phone Number: 718-579-7143 Fax: 718-410-8933

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Debra Maldonado  
Network Number: CFN 571 Network Leader: Ms Lynette Guastaferro

## 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:

1. 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\*.
2. 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.\*\*
3. 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)
Kerry Castellano	*Principal or Designee	
Jonathan Alejandro	*UFT Chapter Leader or Designee	
Lillian Gonzalez	*PA/PTA President or Designated Co-President	
Christine Lopez	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Silkia Melendez	Chairperson	
Nadine Ferguson	Teacher	
Jelitsa Hernandez	Teacher	
Amalfi Abreu	Teacher	
Diane Jones	Paraprofessional	
Ericka Lee	Parent	
Ida Ifill	Parent	
Lilliam Camuy	Parent	
	Member/	
	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	
1.	<b>Rigorous Instruction:</b> 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.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> 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.
4.	<b>Effective School Leadership:</b> 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.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> 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:

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

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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:

7. **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.
8. **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.
9. **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.
10. **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.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **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.

### **Context:**

PS 70 is situated in the South Bronx and has a student population of 1,328, with 74% Hispanic, 24% Black. We have 25% ELLs and 8% SWD students. We have a high degree of mobility, for instance 40% of students that began in Kindergarten are currently still enrolled in Grade 5. Therefore 60% of 5<sup>th</sup> grade students have enrolled into the school since Kindergarten. Additionally, we are in the top 1% of all NYC schools with a high percentage of students living in shelters in this school community, that is, 237 students representing 18% of our school population.

### **Mission Statement:**

Our mission is to provide a rich diversity of academic experiences that beckon students, parents and staff meaningful contributors to society

### **Strengths and Accomplishments:**

- The strengths of the school's 13-14 SCEP is that it was an action plan that was developed by a team of administrators, teachers, staff and parents. The goals were developed with new initiatives from New York State and New York City, specifically the common core curriculum and the Charlotte Danielson Framework.
- PS 70 strategically aligns supports to maintain a safe and inclusive culture which permeates through the school, encouraging adult and student learning to increase student academic and personal growth. In collaboration with the parent coordinator, teachers, and parent teams make school improvements via presentations of strategically aligned workshops that include the Common Core Learning Standards (CCLS), English as a Second Language (ESL) and Special Education workshops so that families understand the demands of the CCLS to best support their children.
- The Instructional Leaders provide strong support for school goals, student achievement and pedagogical improvement with a commitment to the use of technology within classrooms via means of SMART boards and laptops purchased to engage students in high interest activities such as interactive movements of math tools to visually formulate and express math equations, thus engaging students in meaningful work.
- We currently have teachers who implement visual arts and dance to various classes in multiple grades during the school day. After- school students are also given the opportunity to engage in dance with school teachers and professionally taught music classes so that students have multiple opportunities to participate in the arts. Students are able to explore dance, music and visual arts throughout their learning experience across the grades at P.S. 70. The arts are an important piece to the overall academic program that we provide at P.S. 70. We work with classroom teachers to incorporate the arts whenever available. As our students grow, the arts will provide them with a well-rounded experience that will allow them to develop as scholars.

### **Partnerships:**

- We have a partnership with Teachers College (TC) to support the Reading/Writing Project and a major instructional goal has been to improve literacy. The workshop model is used in all grades ensuring alignment to CCLS, as supported by Teachers College staff developers who train our part-time coaches, who then build professional capacity with teacher peers via modeling lessons, inter-visitations or individual support.
- Network 571 also provides professional development in these areas with supports for our English Language Learners and SWDs.
- The organization Midori and Friends has developed a chorus program in an after- school setting.

### **Challenges:**

- Areas of improvement included specific components of the Charlotte Danielson Framework, specifically 3b and 3d. There was also an overall improvement in a reduction of superintendent's and principal's suspensions, as well as an increase in parent participation.
- One of the biggest challenges was the introduction of the Common Core Curriculum and the new NYSELA and Math tests and how to incorporate that into our action plan. It was decided to focus on specific components of the Charlotte Danielson Framework in order to be clear and consistent in our academic focus for our school.

### 09X070 School Information Sheet

School Configuration (2014-15)			
Grade Configuration	OK,01,02,03,04,05	Total Enrollment	1327
		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
# Foreign Language	N/A	# Dance	N/A
		# Drama	N/A
		# CTE	N/A
School Composition (2013-14)			
% Title I Population	95.5%	% Attendance Rate	89.7%
% Free Lunch	96.4%	% Reduced Lunch	2.2%
% Limited English Proficient	24.9%	% Students with Disabilities	15.5%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.3%	% Black or African American	24.9%
% Hispanic or Latino	72.5%	% Asian or Native Hawaiian/Pacific Islander	1.6%
% White	0.5%	% Multi-Racial	0.2%
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	8.17	# of Assistant Principals (2014-15)	5
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	4
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	4.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)	7.16
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	10.5%	Mathematics Performance at levels 3 & 4	14.3%
Science Performance at levels 3 & 4 (4th Grade)	67.9%	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	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	NO
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	YES
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Science (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	N/A	Limited English Proficient	YES
Economically Disadvantaged	NO		

#### 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

## 09X070 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	1327	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	95.5%	% Attendance Rate		89.7%
% Free Lunch	96.4%	% Reduced Lunch		2.2%
% Limited English Proficient	24.9%	% Students with Disabilities		15.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		24.9%
% Hispanic or Latino	72.5%	% Asian or Native Hawaiian/Pacific Islander		1.6%
% White	0.5%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.17	# of Assistant Principals (2014-15)		5
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		4.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		7.16
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	10.5%	Mathematics Performance at levels 3 & 4		14.3%
Science Performance at levels 3 & 4 (4th Grade)	67.9%	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		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (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	N/A	Limited English Proficient		YES
Economically Disadvantaged	NO			
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			

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# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	95.5%	% Attendance Rate		89.7%
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Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		24.9%
% Hispanic or Latino	72.5%	% Asian or Native Hawaiian/Pacific Islander		1.6%
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Personnel (2014-15)				
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Science Performance at levels 3 & 4 (4th Grade)	67.9%	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				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (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	N/A	Limited English Proficient		YES
Economically Disadvantaged	NO			
<b>Accountability Status – High Schools</b>				
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			

## 09X070 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	1327	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	95.5%	% Attendance Rate		89.7%
% Free Lunch	96.4%	% Reduced Lunch		2.2%
% Limited English Proficient	24.9%	% Students with Disabilities		15.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		24.9%
% Hispanic or Latino	72.5%	% Asian or Native Hawaiian/Pacific Islander		1.6%
% White	0.5%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.17	# of Assistant Principals (2014-15)		5
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		4.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		7.16
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	10.5%	Mathematics Performance at levels 3 & 4		14.3%
Science Performance at levels 3 & 4 (4th Grade)	67.9%	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				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (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	N/A	Limited English Proficient		YES
Economically Disadvantaged	NO			
<b>Accountability Status – High Schools</b>				
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			

### 09X070 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	1327	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	95.5%	% Attendance Rate	89.7%	
% Free Lunch	96.4%	% Reduced Lunch	2.2%	
% Limited English Proficient	24.9%	% Students with Disabilities	15.5%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American	24.9%	
% Hispanic or Latino	72.5%	% Asian or Native Hawaiian/Pacific Islander	1.6%	
% White	0.5%	% Multi-Racial	0.2%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.17	# of Assistant Principals (2014-15)	5	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	4	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	4.7%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)	7.16	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	10.5%	Mathematics Performance at levels 3 & 4	14.3%	
Science Performance at levels 3 & 4 (4th Grade)	67.9%	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	NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	NO	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	YES	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (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	N/A	Limited English Proficient	YES	
Economically Disadvantaged	NO			
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			

## 09X070 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	1327	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	95.5%	% Attendance Rate	89.7%	
% Free Lunch	96.4%	% Reduced Lunch	2.2%	
% Limited English Proficient	24.9%	% Students with Disabilities	15.5%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American	24.9%	
% Hispanic or Latino	72.5%	% Asian or Native Hawaiian/Pacific Islander	1.6%	
% White	0.5%	% Multi-Racial	0.2%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.17	# of Assistant Principals (2014-15)	5	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	4	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	4.7%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)	7.16	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	10.5%	Mathematics Performance at levels 3 & 4	14.3%	
Science Performance at levels 3 & 4 (4th Grade)	67.9%	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	NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	NO	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	YES	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (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	N/A	Limited English Proficient	YES	
Economically Disadvantaged	NO			
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			

## 09X070 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	1327	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	95.5%	% Attendance Rate		89.7%
% Free Lunch	96.4%	% Reduced Lunch		2.2%
% Limited English Proficient	24.9%	% Students with Disabilities		15.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		24.9%
% Hispanic or Latino	72.5%	% Asian or Native Hawaiian/Pacific Islander		1.6%
% White	0.5%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.17	# of Assistant Principals (2014-15)		5
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		4.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		7.16
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	10.5%	Mathematics Performance at levels 3 & 4		14.3%
Science Performance at levels 3 & 4 (4th Grade)	67.9%	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				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (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	N/A	Limited English Proficient		YES
Economically Disadvantaged	NO			
<b>Accountability Status – High Schools</b>				
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			

## 09X070 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	1327	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	95.5%	% Attendance Rate		89.7%
% Free Lunch	96.4%	% Reduced Lunch		2.2%
% Limited English Proficient	24.9%	% Students with Disabilities		15.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		24.9%
% Hispanic or Latino	72.5%	% Asian or Native Hawaiian/Pacific Islander		1.6%
% White	0.5%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.17	# of Assistant Principals (2014-15)		5
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		4.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		7.16
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	10.5%	Mathematics Performance at levels 3 & 4		14.3%
Science Performance at levels 3 & 4 (4th Grade)	67.9%	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				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (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	N/A	Limited English Proficient		YES
Economically Disadvantaged	NO			
<b>Accountability Status – High Schools</b>				
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 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:**

13. 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.

14. 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.	D
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:**

1. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
2. 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.

NYSELA & MATH outcomes 2013-14

We made gains in terms of our NYSELA 13-14 student outcomes. When compared with the previous year 2012-13:

- Across Grade 3-5 there was an increase of 5.3% in students achieving proficiency levels 3 & 4.
- Grade 3 increased by 7.0% in levels 3 & 4.
- Grade 4 increased by 4.4% in levels 3 & 4.
- Grade 5 increased by 4.3% in levels 3 & 4.
- ELLs increased by 2% in levels 3 & 4

We made gains in terms of our NYS MATH 13-14 student outcomes. When compared with the previous year 2012-13:

- Across Grade 3-5 there was an increase of 6.3% in students achieving proficiency levels 3 & 4.
- Grade 3 increased by 10.3% in levels 3 & 4.
- Grade 4 decreased by 0.7% in levels 3 & 4.
- Grade 5 increased by 9.4% in levels 3 & 4.
- ELLs increased by 2% in levels 3 & 4

PS 70 scored between 23.2 to 41.1 in the ‘Closing the Achievement Gap’ category, therefore ‘Approaching Target’

This an essential goal to allow us to build on the improvements in achievement of proficiency levels this year in the NYS ELA (5.3% up by 32+ students) and Mathematics (6.3% or 39+ students) test results.

QR 2013-14

- 1.1 Build upon the use of student data to further align academic tasks to curricula to promote rigorous habits, high levels of thinking and deep reasoning in all students. (Developing)
- 1.2 Further develop coherence in teaching strategies and instructional decision making to provide purposeful entry points so that lessons explicitly challenge thinking to improve student achievement. (Developing)
- 2.2 Strengthen the use of assessment practices across classrooms so that teachers consistently provide actionable feedback to students and make effective instructional adjustments to meet the needs of all students. (Developing)

**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.

**Goal 1**

By June, 2015 100% of all literacy units and lesson plans will be revised for rigor and CCLS alignment; and there will be a 5% increase (or 30+ additional students) that demonstrate growth in the 2015 NYSELA Tests

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Participate in PD focused on rigor in planning and instructional practices Receive professional feedback 4-6 times throughout the year that is based on the Danielson Framework for Teaching and is conducted by supervisors, with follow up 1:1 interview for support	All teachers	September 2014 to June 2015	Supervisors, Consultants, Network personnel
Teachers College consultants and Instructional Leaders guide teacher teams in their review, refinement and planning units, lesson series and lessons for rigor and to ensure CCLS alignment at grade level.	Grade teams	September 2014 to June 2015	TC Consultants, Instructional Leaders, team leaders
All grade team teacher teams meet weekly for common planning to adapt the Literacy and Mathematics units to ensure that mid and end of unit exercises and projects include appropriately challenging resources that are differentiated for their students Per session funding allocated for additional planning for instruction and for planning outreach for families to support improved outcomes.	All teachers	September 2014 to June 2015	Instructional Leaders, grade team leaders
Monitor in-school and standardized assessments, especially the item analysis that is aligned to the CCLS and review strategies to address gaps in achievement. Grade teams review student work samples and share insights on trends they see evidence of in terms of learning outcomes and then devise strategies to address gaps between student achievement and the desired grade level	Grade teams	September 2014 to June 2015	Instructional Leaders, grade team leaders, teachers

standards)			
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**Part 4 – Resources Needed**

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

- Network staff to provide professional development
- Consultants to provide PD and in class support
- Funding for resources for units of study (Go Math, TC Units and Engage, NY)
- Additional fiction and nonfiction leveled texts to support Literacy units
- Per session funding for additional planning
- Funding for parent outreach and curricula workshops

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

Fair Student Funding  
Focus Money

**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.

By February, 2015

- Grade team leaders and Instructional Leaders will monitor progress made toward the completion of planning meeting agendas and collaborate with teacher teams to set the next steps
- Progress toward completion of work on units of study, lesson series and lessons with CCLS alignment, academic rigor and scaffolded multi entry points for the variety of PS 70 learners will be measured by the results of the quality review and 95% of teachers will have a comprehensive understanding measured by the Charlotte Danielson rubric
- Instructional Leaders share in weekly cabinet meetings their participation in, and their observations, of teacher team planning
- Review performance in mid-year assessments in Literacy and Mathematics and develop an action plan
- Increased attendance at workshops on curricula conducted for families
- Will review progress of targeted groups, SWDs and ELLs

**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 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:**

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.

6. 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.

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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:**

7. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

8. 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.

- Strengthen our school-wide comprehensive and cohesive approach to discipline that has positive and negative consequences for students
- **At this time there are 286 students registered for temporary housing, shelters, and doubled up**
- 96% students are eligible to receive Free Lunch
- 40.9% students school-wide have less than 90% attendance
- 25.20% school population in (344 students) are classified English Language Learners
- 12.97% or 177 Special Education students
- In 2014, 44% of parents (citywide average is 54%) took the School Survey
- 62% of parents, taking the survey, ‘Strongly Agree’ that the school keeps them informed about their child’s academic progress & 43% ‘Agree’
- In 2014, 55% of teachers (citywide average is 83%) took the School Survey
- 47% teachers, taking the survey, ‘Strong Agree’ that the school has clear measures of progress for student achievement throughout the year and 41% ‘Agree’ in the 2014 School Survey
- State Scores by Grade in Mathematics
  - o 3<sup>rd</sup> grade – 13.4%
  - o 4<sup>th</sup> grade – 13.0%
  - o 5<sup>th</sup> grade – 16.4%
- State Scores by Grade in ELA
  - o 3<sup>rd</sup> grade – 9.9%
  - o 4<sup>th</sup> grade – 11.7%
  - o 5<sup>th</sup> grade – 10.1%

- State Scores in Science
    - o 4<sup>th</sup> grade – 67.9%
  - PS 70 scored between 23.2 to 41.1 in the ‘Closing the Achievement Gap’ category, therefore ‘Approaching Target’
- Therefore a continued focus on the creation and maintenance of a supportive social and emotional environment is vital this year.**

**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.

**Goal 2**

By June, 2015 the school community will create a positive school climate focused on academic engagement and social-emotional growth of our students as measured by 5% increase in the environmental survey (where teachers feel that they would recommend the school to parents) and a 10% reduction in percentage of students given a Superintendent’s Suspension.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. 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).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
A PBIS team will be reorganized and remobilized to ensure the implementation of the PBIS plan. This team includes all stake holders, such as administration, guidance counselor, school aides, teachers and parent volunteers.	School community	September 2014 to June 2015	PBIS team members Administrator
Teachers will review components of PBIS in classrooms daily and use PBIS in addressing students’ behavior. Stake Holders will revisit, evaluate, and revise the school wide PBIS matrix yearly in keeping with the needs and focus of the school and in order to focus on the needs of the school. Outreach to ensure families understand these procedures and school goals	School community	September 2014 through June 2015	Instructional Leaders, PBIS team members Parent Coordinator
PBIS goals will be posted in the hallways and classrooms to reinforce positive behavior. Incentives include “Gotcha Jams”, extra-curricular periods, celebrations, etc. Project Learn is an extra-curricular afterschool program engaging students in enrichment activities to further positive behavior.	School community	September 2014 through June 2015	Instructional Leaders, PBIS team members
RTI (response to invention team) will develop and implement a Behavioral Tiered Intervention System targeting struggling students. A Save Room will be provided	School community	September 2014 to June 2015	Instructional Leaders RTI team members

**Part 4 – Resources Needed**

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

- Gotcha cards to encourage and re-enforce positive behavior
- Incentive celebrations, for example special assemblies in the auditorium
- Data analysis of official reports and level and location of infractions
- Educational incentive prizes
- Meetings and outreach for parents

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

- FSF
- Focus Money-supplies

**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.

By February, 2015

- PBIS team will meet and review feedback from teachers and students on effectiveness of programs put into place
- PBIS team will review the amount of the students attending programs and determine next steps to achieve goal
- Teacher feedback given to PBIS team and reviewed at monthly meetings
- Teachers and student feedback will be reviewed at monthly PBIS meetings to ensure effectiveness of Project Learn Program
- RTI team will meet with teachers, parents, students, etc. to review action plans put into place for each student
- Save room teacher will provide feedback and data from save room program at PBIS meetings
- Reduction of principal and superintendent suspensions by 5%

**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:**

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.

6. 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.

<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	D
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.	D

**Part 1b. Needs/Areas for Improvement:**

7. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

8. 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.

- Analysis of NYSELA & NYS Math Test for ALL , ELL and SWD students:
- We made gains in the percentage of our total Grade 3 to 5 up to 5.3% achieving Proficiency levels in the NYS ELA Exam, which is an increase of 32 students.
- *Improvement in the number of students achieving proficiency levels in ELA by 10 from 32 students in 2014 to 42 students in 2015*
- On the NYS Math Exam there was an increase of 6.3% (up from 2013 by 39 students)
- *Improvement in the number of students achieving proficiency levels in Math by 10 from 96 students in 2014 to 106 students in 2015*
- PS 70 scored between 23.2 to 41.1 in the ‘Closing the Achievement Gap’ category, therefore ‘Approaching Target’
- In 2014, NYSESLAT 30% of our ELL students attained advanced rating
- The percentage of our Grade 3, 4 and 5 ELL population achieving proficiency levels was 2.0% or 3 students of 150 students that were eligible to sit for the NYSELA Test in 2014
- The percentage of our Grade 3, 4 and 5 ELL population eligible to take the NYS Math Test in 2014 achieving proficiency levels was 11 students
- Of the SWD students in NYSELA Exam data in 2014 we had 2 students that achieved state level proficiency of 114 students
- NYS Math Test 2014 SWD 6 students achieved proficiency levels 3 & 4 up by 3 students from the previous year

QR 2013-14

Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. QR 4.2 (Developing)

**Therefore this goal is designed to continue this upward trajectory and we are focused on deepening rigor in planning and**

instruction to ensure every student makes progress.

**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.

**Goal 3**

By June 2015, ELA and Mathematics will be refined to meet higher standards resulting in improvements for:

- ALL students achieving proficiency from 32 students in 2014 to 42 students in ELA 2015, and from 96 students in 2014 to 106 students in Math
- ELL students from 3 to 6 students in ELA, and 11 students to 15 students in Math
- SWD students achieving proficiency levels in ELA by 3 to 5 students, and in Math from 3 to 6 students.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. 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).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Grade teams work together to refine the integrated TC units of study and lessons to include challenging thinking questions, projects and discussion points to engage students. Instructional Leaders provide guidance to assist grade teams to examine the data for progress by grade, by class, and by student	All teachers	September 2014 to June 2015	Administrators, Grade leaders All teams TC Consultants
Looking at students’ work to: <ul style="list-style-type: none"> <li>- allow grade teams to monitor achievement of high standards of the work across the grade</li> <li>- develop workable multiple entry points to scaffold ELLs, SWD, struggling learners and above grade level learners</li> <li>- norm teacher teams in their assessment of specific aspects of the work based on CCLS aligned rubrics</li> <li>- highlight strategies that work in teaching of aspects of writing specifically using mentor texts, teacher modeling, think aloud, and interactive writing (in Literacy and Mathematics).</li> </ul>	All teachers	September 2014 to June 2015	Instructional leaders, Grade team leaders
Collaboration of grade teams to discuss the outcomes of ELLs and SWDs, struggling and advanced students to ensure entry questions that challenge student thinking at their specific level	All teachers	September 2014 to June 2015	Instructional leaders, Grade team leaders
Instructional Leaders support and guide grade teams to tailor instruction for specific performance indicators and to promote small group guided and strategy lessons. Outreach to inform families on curricula and grade, class and student goals	All teachers	September 2014 to June 2015	Instructional leaders, Grade teams 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"> <li>- Master Schedule programming to allow weekly common planning for all teachers</li> <li>- Network staff to provide professional development</li> <li>- TC Consultants to support implementation of TC Units</li> <li>- Consultants to provide PD and in-class support</li> <li>- Funding for resources for units of study (Go Math and TC Units)</li> <li>- Additional fiction and nonfiction leveled texts to support Literacy units</li> <li>- Per session funding for additional planning</li> <li>- Funding for parent outreach and curricula workshops</li> <li>- Funding for I-Ready and Achieve 3000</li> </ul>

**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	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>	X	<b>Title III</b>		<b>P/F Set-aside</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													
FSF Focus- Enrichment after school program, Saturday Academy, February Academy, April Academy, purchase of classroom laptops.													

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> <li>- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>- Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
<p>By February, 2015</p> <p>-As a result of our structures and planning, we will have established coherence across grades and subjects as we promote college and career readiness and routinely require all students to demonstrate their thinking.</p> <p>-Teacher teams will monitor in school and standardized assessment data (units &amp; mid unit tests, writing assignments, running records, I-Ready in ELA, Writing and I-Ready for Math) as a midyear benchmark and will determine the next steps for June 2015</p> <p>This will be measured by an increase of the TCRWP Fountas and Pinnell levels by at least 2 levels across the grades</p>				
<b>Part 6b. Complete in February 2015.</b>				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	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:**

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.

6. 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.

<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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:**

7. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

8. 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.

QR 2013-14:

- Develop teacher pedagogy around a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching and learning, that meets the needs of all learners so that they are able to produce meaningful work products. QR 1.2 (Developing)
- Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection. QR 4.1 (Developing)
- Evaluate the quality of school- level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS. QR 5.1 (Developing)

Analysis of the Danielson Observation Data 2013-14 revealed a major weakness in Domain 3:

- 3b with 15% Ineffective & 33% Developing
- 3d with 15% Ineffective & 30% Developing
- 3c with 11% Ineffective & 22% Developing

Analysis of NYS Test Outcomes:

- PS 70 scored between 23.2 to 41.1 in the ‘Closing the Achievement Gap’ category, therefore ‘Approaching Target’
- State Scores by Grade in Mathematics
  - o 3<sup>rd</sup> grade – 13.4%
  - o 4<sup>th</sup> grade – 13.0%

- 5<sup>th</sup> grade – 16.4%
- State Scores by Grade in ELA
  - 3<sup>rd</sup> grade – 9.9%
  - 4<sup>th</sup> grade – 11.7%
  - 5<sup>th</sup> grade – 10.1%
- State Scores in Science
  - 4<sup>th</sup> grade – 67.9%

**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.

**Goal 4**

By June, 2015 teachers will have demonstrated a 10% improvement in the categories ‘effective’ or ‘highly effective’ as a result of our focus on the Danielson Framework for Teaching, through our school-wide and individual teacher professional development and support.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust			
All teachers will participate in the professional growth practices designed to shift teaching practices to align with the desired Danielson rubric Receive timely & actionable feedback following observations	All teachers	September 2014 to June 2015	Instructional Leaders Administrators
Supervisors conduct 4-6 classroom observations per teachers (depending on the option each teacher has selected) to observe practices across competencies, & specifically 3b & 3d Supervisors and teachers set professional goals across competencies 3b and 3d to a normed understanding of the Danielson rubric.	All teachers	September 2014 to June 2015	Administrators
Cabinet will meet regularly to share how effectively assessment, and questioning/discussion techniques are being used to involve our subgroups in each classroom and how well these techniques support differentiation of instruction in whole class, small group & individual settings	Instructional Leaders	September 2014 to June 2015	Administrators
All teacher teams review unit assessments (baselines, midlines, endlines) Modify practice(s) according to feedback received from observations Receive specifically tailored PD support, as required, (in-class support, coaching, inter-classroom visitations, mentoring, lunch and learns, etc.)	All teachers	September 2014 to June 2015	Instructional Leaders

**Part 4 – Resources Needed**

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

- Danielson Framework for Teaching and Rubric
- PD involving resources /materials

- Coverage's for mentoring, as required
- Supervisor's scheduling of observations to ensure targeting of all teacher
- Scheduling for 1:1 timely & actionable feedback
- Time scheduled for in class support and planning for teachers, as required
- Schedule weekly grade team meeting to review student work, to support gaps in understanding teaching practices (based on Danielson Framework)
- Consultancy support
- Per session funding for planning

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

FSF  
Focus-per session for planning

**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:

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

By February, 2015

- Teachers will review and analyze students' mid unit assessments outcomes to meet requirements
- Administrators will analyze strengths and weaknesses encountered in delivery of instruction and will devise an action plan to improve teacher practice which will result in an increase of student achievement.

This will be measured by an increase of the TCRWP Fountas and Pinnell levels by at least 2 levels across the grades

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	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:**

9. 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.

10. 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.

<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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:**

11. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

12. 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.

School Survey 2013-14

- In 2014, 44% of parents (citywide average is 54%) took the School Survey
- 62% of parents, taking the survey, ‘Strongly Agree’ that the school keeps them informed about their child’s academic progress & 43% ‘Agree’

Relevant Statistics 2013-14:

- 40.9% students school-wide have less than 90% attendance
- 96% students are eligible for Free Lunch
- 20% students with IEPs in 2013-14
- 25% ELLs in 2013-14
- 72% Hispanic students in 2013-14

Student Assessment Outcomes 2013-14:

- PS 70 scored between 23.2 to 41.1 in the ‘Closing the Achievement Gap’ category, therefore ‘Approaching Target’
- State Scores by Grade in Mathematics
  - o 3<sup>rd</sup> grade – 13.4%
  - o 4<sup>th</sup> grade – 13.0%
  - o 5<sup>th</sup> grade – 16.4%
- State Scores by Grade in ELA
  - o 3<sup>rd</sup> grade – 9.9%
  - o 4<sup>th</sup> grade – 11.7%

- 5<sup>th</sup> grade – 10.1%
- State Scores in Science
- 4<sup>th</sup> grade – 67.9%

**Therefore we will have a continued focus on consolidating and improving the manner and approaches to improve outreach to families in our school community in 2014-15**

**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.

**Goal 5**

By June, 2015 we will increase by 5% our active parental involvement in their child’s education, as reflected in attendance at school sponsored events and activities.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 13. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 14. 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). 15. Strategies to increase parent involvement and engagement 16. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Regular communications distributed to the entire school community outlining units of study for each grade and the expected learning outcomes; Parents receiving teacher invitations to make appointments for discussion during the scheduled Parent Engagement Periods on Tuesdays;	All Families	September 2014 to June 2015	, Instructional Leaders, Parent Coordinator
Parent Coordinator plans and advertises Parent Workshops with the assistance of Instructional Leaders. Parent Coordinator provides translations for communiques, as required	All Families	September 2014 to June 2015	Instructional Leaders, Parent Coordinator
Families receive assessment information on an ongoing basis. During Parent Teacher Conferences and Tuesday Parent Engagement time, parents/guardian are provided with information as to how they can support their child’s improved learning outcomes in meeting and exceeding the state standards All students are aware of their achievements in their subjects and complete all class and set homework	All Families	September 2014 to June 2015	Instructional Leaders, Parent Coordinator, Teachers
Special assemblies such as awards, holidays and athletic activities to promote parent participation.	All Families	September 2014 to June 2015	Teachers, Parent Coordinator

**Part 4 – Resources Needed**

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

- Parent Coordinator
- Outreach in English and Spanish
- Materials for parent workshops
- Material/resources to communicate instructional goals for the school year and understanding of discipline structures, etc.
- Specific resources for regular updates on open house and parent teacher meetings
- ESL classes for parents

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

FSF

**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:

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

By February 2015

- Parents demonstrate their understanding of, and belief in the school’s high expectations for student outcomes when they attend parent-teacher conferences in increasing numbers by 5% as evidenced by the sign in sheets
- Administrators with parent coordinator will review and evaluate the number of parents that attended meetings, workshops, Parent Teacher Conferences and will develop an action plan if necessary on how to increase parental involvement.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<p>Foundation scores (k-2) Lowest 1/3 of each class is chosen for AIS</p> <p>Grades 3-5 – F&amp;P reading levels and I Ready lowest 1/3 of each class</p>	<p>Early intervention</p> <p>Push in/Pull out</p> <p>Extended learning Time Academy(K-2)</p> <p>Saturday Academy</p> <p>ELA Academy –(3-5)</p> <p>ELL Academy –</p> <p>Achieve 3000</p>	<p>(K-2) - Small groups</p> <p>(3-5) – small groups</p> <p>small groups</p> <p>Small groups</p> <p>Small groups</p> <p>Small groups</p> <p>Small groups</p>	<p>Every day- during school day</p> <p>Every day- during school hours</p> <p>Afterschool (Wed. &amp;Thurs.)</p> <p>Saturday 8-12</p> <p>Afterschool (Wed. &amp; Thurs.)</p> <p>Afterschool (Fridays)</p> <p>During the day and afterschool hours</p>
<b>Mathematics</b>	Lowest 1/3 of each class based on I Ready (3-5)	<p>Math Afterschool Program</p> <p>Saturday Academy</p>	<p>Small group</p> <p>Small group</p>	<p>Afterschool (Wed. &amp; Thurs.)</p> <p>Saturday 8-12</p>
<b>Science</b>	Afterschool (Wed. & Thurs.)	Afterschool (Wed. & Thurs.)	Afterschool (Wed. & Thurs.)	Afterschool (Wed. & Thurs.)
<b>Social Studies</b>	Afterschool (Wed. & Thurs.)	Afterschool (Wed. & Thurs.)	Afterschool (Wed. & Thurs.)	Afterschool (Wed. & Thurs.)
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Students who have been referred by teachers, administrators and the RTI team	<p>Guidance Program</p> <p>Academic, socio emotional behavior/therapeutic intervention and counseling</p>	<p>whole/small group and one to one</p> <p>small group and one to one</p>	<p>During the day</p> <p>During the day Afterschool (Wed. &amp; Thurs.)</p>



## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.

New teachers as well as experienced teachers in our school are mentored by in house coaches, administrators and consultants. Additionally teachers are given the opportunity to develop a buddy system and participate in targeted PD and teacher teams to learn and observe best practices.

**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).

- Network/TMI achievement coaches/leadership coach
- TC consultants
- In house coaches
- Administrators
- PLC

**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.).

Inter visitation to our school  
 Welcome Packets  
 Parent meeting and orientation  
 Pre-assessment of students

**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.

- Professional development team formulated a needs assessment survey to implement school wide professional development.
- Teacher teams formulated multiple assessment measures in literacy and math and developed a pacing calendar for each grade with pre & post assessments to determine student progress.
- Teacher teams provided support in the implementation of the baseline, midline, end line and performance tasks.

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a 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 consolidated<sup>2</sup>. **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	1,340,924.00	X	
Title I School Improvement 1003(a)	Federal	n/a		
Title I Priority and Focus School Improvement Funds	Federal	321,330.00	X	Afterschool and supplies
Title II, Part A	Federal	n/a		
Title III, Part A	Federal	40,548.00	X	Afterschool, resources and books
Title III, Immigrant	Federal	20,157.00	X	Afterschool, resources and books
Tax Levy (FSF)	Local	6,406,180.00	X	

<sup>1</sup>**Explanation/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.

<sup>2</sup>The **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.

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### Parent Involvement Policy (PIP) for 09x070

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. **[PS 70]**, 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. **[PS 70]** 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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) for 09X070**

**[PS 70]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

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

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**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 <b>09</b>	Borough <b>Bronx</b>	School Number <b>070</b>
School Name <b>Max Schoenfield</b>		

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

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

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	132	0		1	1		0			133
Dual Language										0
ESL	146	0		48			2			196

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>278</b>	<b>0</b>	<b>0</b>	<b>49</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>329</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	23	10	9	13	20	15								90
Intermediate(I)	18	19	20	24	12	13								106
Advanced (A)	16	20	33	20	16	28								133
Total	<b>57</b>	<b>49</b>	<b>62</b>	<b>57</b>	<b>48</b>	<b>56</b>	<b>0</b>	<b>329</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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	44	8	0	0	52
4	58	8	0	0	66
5	53	9	0	0	62
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	34	8	10	7	1	1	2	0	63
4	32	10	12	9	5	2	1	1	72
5	44	21	4	2	1	1	1	0	74
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	2	16	9	14	5	3	2	53
8									0

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)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
We use I-Ready, WRAPS, baselines, Achieve 3000, and Fountas and Pinnell reading levels to assess early literacy skills. We use this data to form grouping and to differentiate instruction within the classroom. Attached is an ELA, Math, and Science graph to provide quantitative data for our Ell population.

ENGLISH LANGUAGE LEARNERS ACHIEVEMENTS LEVELS FOR 2012-2013 NYS ELA

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

ENGLISH LANGUAGE LEARNERS ACHIEVEMENTS LEVELS FOR 2012-2013 NYS MATHEMATICS

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

ENGLISH LANGUAGE LEARNERS ACHIEVEMENTS LEVELS FOR 2012-2013 NYS SCIENCE

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
 In analyzing our ELL data we see one common pattern across all of the grades; the ELL students are increasing in their level of proficiency on the NYSESLAT with each grade level, but not with the ELA or the predictive assessments. The majority of our kindergarten ELL's place at a beginner proficiency, whereas the majority of our 4<sup>th</sup> and 5<sup>th</sup> grade ELL's place at an advanced proficiency. The assumption would then be made that our ELL's would achieve a higher Tier on the ELA and/or predictive assessments. However, our data does not yield this trend. The statistics indicate our ELL students, across all of the grades, fall in the Tier 1 (2 levels below grade level) or Tier 2 (below grade level) ranges on all of the ELA and predictive assessments.  
  
 The data indicates a distinct need for our ELL students. Possible theories we need to explore are: 1) the need to build up prior knowledge about a variety of non-fiction topics, 2) the need to build up tier two words for understanding and meaning of vocabulary, 3) the need to teach reading comprehension strategies and skills, and 4) the need to review similarities and differences of the formats and stylization of the assessments.
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](#))  
 The modality report is not available in this years RNMR report.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 The periodic assessments we use are Achieve 3000 and I-Ready we use these assessments for grouping, Saturday academy, and to inform instruction. The patterns we see across proficiency levels are that our students are struggling with vocabulary reading and writing. Native language is used in social studies and science as a support for our bilingual students.
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](#).)  
 First we collect qualitative and quantitative data on ELLs' backgrounds and educational contexts to ensure appropriateness of classroom instruction and classroom context.  
 Then we collect data using I-Ready as a universal screener, interpret data, and determine an academic intervention plan.  
 Tier One:  
 Excellent Core Instruction: By analyzing assessment data teachers examine class trends to ensure that most of the needs of the student population are being met. If the data shows that the majority of the children are still working toward meeting a goal than we revisit the core instruction and make modifications for the entire class.  
 Tier Two:  
 Double Dose of Same Core Instruction: By analyzing classroom data teachers identify pockets of children who need another round of core curriculum instruction in a smaller group.  
 Tier Three:

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

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

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

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
When a new student is registered in our school the parent completes the Home Language Identification Survey to identify the child's home language. If the child is identified as an eligible candidate for ESL services he/she is administered the LAB-R. Further, if the child's home language is Spanish and the child does not score above the cut off score, then, he/she is administered the NYS Spanish Lab.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

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

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

Our school ensures that entitlement letters are distributed and the Parent Survey and Program Selection forms are returned. The submitted forms are thoroughly reviewed by the ESL teacher and Bilingual Coordinator in order to conform with parental choices. Copies of all parental letters are kept on file. Parental concerns and/or unavailable program requests are brought up to the

attention of the school administrators. When parents can't attend the Orientation and the Parent Survey and Program Selection forms are not returned, the Bilingual Coordinator follows up via mail and/or phone calls if necessary. Again, parents of ELL students are provided with translation and interpretation services as needed, and the documents are provided in both English and Spanish

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

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

Our school ensures that entitlement letters are distributed and the Parent Survey and Program Selection forms are returned. The submitted forms are thoroughly reviewed by the ESL teacher and Bilingual Coordinator in order to conform with parental choices. Copies of all parental letters are kept on file. Parental concerns and/or unavailable program requests are brought up to the attention of the school administrators. When parents can't attend the Orientation and the Parent Survey and Program Selection forms are not returned, the Bilingual Coordinator follows up via mail and/or phone calls if necessary. Again, parents of ELL students are provided with translation and interpretation services as needed, and the documents are provided in both English and Spanish. All English language learners receive the same academic content as those who are native English speakers. To ensure our students' academic progress in the ESL programs, we utilize collaborative core curriculum planning between ELA, Math and other content area classroom teachers, clusters and ESL support service teachers. This means that beyond explicit ESL collaboration between teachers also taken into consideration are the language needs of ELLs. For example, content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms along with visual aids to clarify meaning. Also math teachers devote extra class time to untangling difficult word problems. Social Studies teachers scaffold their instruction with visual aids such as maps, atlas and illustrations to increase comprehension. Our Think Central technology piece in math ensures every child has their own account and can log in to complete work. Teachers have an account as well to assess student performance in math., the two computer labs and white boards are also used to address the ELLs learning styles.

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

ELL Identification Process

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

2.Oral Interview: We conduct

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

4.Parent Orientation: Based on LAB-R scores, students who are entitled for ELL services receive an invitation letter to invite parents to come to a parent orientation. The bilingual coordinator, ESL teacher, and parent coordinator, conduct the orientation. We show

the video in English and Spanish and give a thorough explanation of all three programs offered in New York City, Bilingual, Dual Language, and ESL.

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

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

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

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

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*  
We continually look at the trend within the school over the past few years. ESL and Transitional Bilingual have been the prevalent choice for the past 4 years. Due to an influx of more immigrant students, more parents are choosing ESL as an option. Many of our parents are concerned with their children acquiring English proficiency quickly.  
The program models offered at our school do represent and are aligned with parent requests.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
1. Our program TBE Transitional Bilingual Education and Freestanding English as a Second Language (ESL) which includes ESL Self-Contained classes and Push-in/Pullout ESL instruction. All classes are grouped heterogeneously with mixed proficiency levels. The language of instruction is English. All ELL students in kindergarten/first grade and ESL Self-Contained classes in grades 3, 4 and 5 receive ESL instruction by ESL certified teachers as a part of their language development and daily academic instruction. In Grade K- 5 ELLs are clustered in a classroom with a certified general education teacher, and an ESL teacher classes switch the ESL teacher teaches ELA and social studies while the general ed teacher teaches math and science. These are ESL self contained classes. While an ESL certified teacher follows the Push-in /Pull-out model. In ICT, Special Education and general education classes ELLs receive ESL instruction through the Push-in/Pullout model. The LAB-R and NYSESLAT results are used to plan program instruction. Students who are at beginner or intermediate levels receive 360 minutes a week of ESL services. All the aforementioned ESL program models help ELL students to achieve English language proficiency and attain the standards established for all students for grade promotion and graduation.

The primary goal of this program is to amplify the literacy and cognitive/academic skills of all ELLs by incorporating recognized and researched based ESL instructional strategies across content subject areas so they can perform at city and state grade levels. ESL strategies include but are not limited to: scaffolding, TPR, songs and chants, repetition, graphic organizers (i.e. tables, flowcharts, graphs and story maps), modeling, interactive read alouds, retelling, sequencing, thematic units, language experience approach, academic accountable talk and use of picture dictionaries. Both the Balanced Literacy Model and Go Math support differentiated instruction to enhance the cognitive linguistic and academic growth of our ELL students. The latter participate in read alouds, independent reading, shared and guided instruction and mini-lessons. ELL students work with challenging and authentic activities that meet their unique learning styles and participate in special events that recognize the diversity of their cultural backgrounds. In addition, ESL and cluster teachers implement the sheltered English approach to deliver academic content area instructional support for the ELLs. We address the students' different learning styles and English language modalities through the use of our computer lab and promethean white boards to meet their multisensory (i.e. visual, auditory and kinesthetic) learning needs. Through Achieve 3000, Teachers College and Go Math/Reading technology based programs we also develop ELLs' linguistic, cognitive and academic skills. 1. P.S. 70 is a -K through 5th grade school which provides ESL services (Push-in/Pull-out/Self-Contained Programs) for its ELL population. Initially, students are identified during the school's registration process when a child enters the NYCDOE system. The Home Language Identification Survey (HLIS) is administered as follows: A licensed pedagogue or the ESL teacher, and the secretary help to fill out the HLIS during registration in order to identify the child's home language. There is an informal oral interview in English and in the native language, and a formal initial assessment. If the child is identified as an eligible candidate ESL instructional services after the initial screening process, the ESL teacher or Bilingual teacher administer to the child the Language Battery Assessment (LAB-R) within ten business days of the child's enrollment in the school. The LAB-R test is then hand scored to determine if the student is an English Language Learner scoring at the beginner, intermediate or advanced level, or if he/she is English Proficient (not entitled for ESL services). Formal scores are shown in the ATS system at a later time. Furthermore, if the student is an English Language Learner and speaks Spanish, the Spanish LAB- R is given to the student by a qualified pedagogue proficient in the language. All eligible ELL's that are identified in ATS (RLAT) are given the NYSESLAT yearly in the four modalities which are reading, speaking, writing, and listening until they test out (proficient).

The New York State English as a Second Language Achievement Test (NYSESLAT), a test developed by the New York State Education Department to measure the English Language Arts (ELA) proficiency levels of ELLs, is administered each spring. The

NYSESLAT scores are used to determine if the student is already English proficient, or if he/she is an ELL at Beginning, Intermediate or Advanced English proficiency level. Additionally, students are given periodic assessments throughout the school year to prepare them for the NYSESLAT. The results are printed out from the ATS in August/September and carefully reviewed by the administration and the ESL teacher. The students' data which includes their proficiency levels in the 4 modalities: reading, writing, speaking and listening is used to plan the instructional goals during the coming school year. The parents of students who achieved English proficiency, therefore are no longer entitled to ESL services, receive a Non-Entitlement letter from the ESL teacher. ELL students are grouped for ESL services according to their grade and English proficiency levels on the LAB-R or the NYSESLAT (Beginner, Intermediate or Advanced).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Courses Taught in Languages Other than English

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

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

**Class/Content Area**

**Language(s) of Instruction**

**Class/Content Area**

**Language(s) of Instruction**

### 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

Native Language Arts:	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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

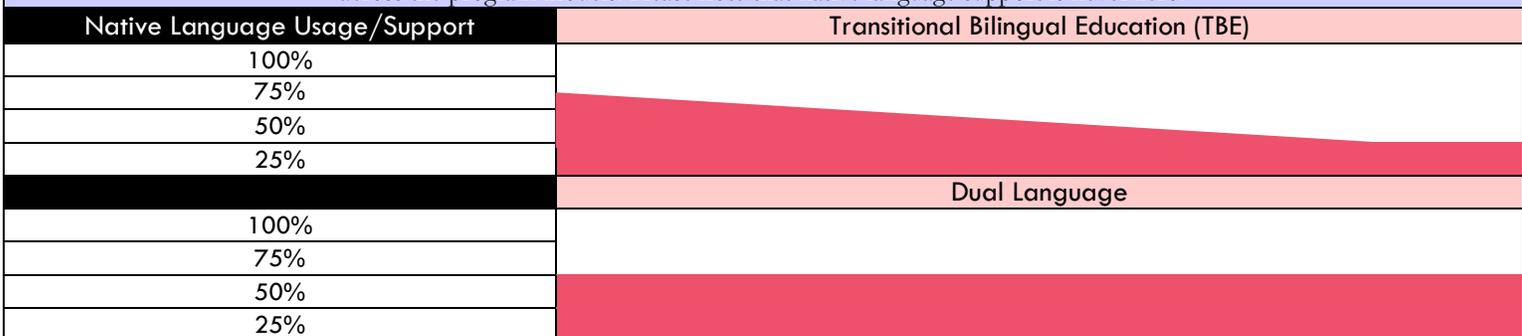
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- All coaches and cluster teachers provide AIS services for students five days per week with a specific focus on holdovers and level 1's in ELA and/or math..Targeted intervention programs for all ELLs at P.S. 70 in Math, ELA and other areas are as follows: SETSS, ESL, Extended Day, Literacy and Math After-School RTI, Speech and Language, and Guidance counseling. The language of instruction and/or services is English and/or Spanish as needed.. We conduct IEP evaluations and parent meetings in both English and Spanish for our students with special needs. Both the ESL program and classroom teachers provide interventions in the classroom. All teachers constantly monitor students' understanding of the content material and differentiate the instruction to develop the students' English language proficiency in the four modalities: listening, reading, writing, and speaking . For example: They guide students to read, write, listen, ask questions, think and use the academic language to express themselves and scaffold their learning. Briefly, they engage students in a variety of meaningful tasks, that are designed according to the students' needs and preferences. Literacy and math instruction is provided through ESL methodology in alignment with NYS Learning Standards for English language learners and the NYC/NYS Core Curriculum.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our performance data on ELA shows that our ELL population needs to work on their academic language skills along with test taking strategies. Therefore, teachers are focusing on academic vocabulary development, and reading comprehension and writing skills during classroom instruction. The performance on standardized tests also informs future planning for teachers of ELLs. In addition, we are assisting students during work periods, conferencing with students in and out of class, doing informal assessments, and running records. Additionally, we do small group sessions during, before, and after school that focus on literacy and academic language prior to all state assessments . Technology is also used to promote ELL achievement and progress.
11. What new programs or improvements will be considered for the upcoming school year?
- We will have Rosetta Stone back in place as well as English 3D and Daily 5/Café for struggling readers.
12. What programs/services for ELLs will be discontinued and why?
- We will not discontinue any of our programs for Ells we will only add to our existing programs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs have equal access to the school programs and supplemental services offered in our building. These include: ESL, SETSS, guidance counselor, family worker, parent coordinator, occupational and physical therapy, speech and language therapist, social worker, psychologist, Extended Day, Literacy After-School, Saturday Program, and all technology related skills and language development programs. We provide additional after-school programs on NYS ELA and Math test preparation for ELL students in grades 3, 4 and 5.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Several new software programs are available for all ELLs. These include: Achieve 3000, SMART boards, Starfall and Rosetta Stone, and Think Central. We also address the students' learning styles and accelerate English language development through the use of Promethean white boards and the computer labs. These technology based resources support differentiated instruction and enhance ELLs' cognitive skills, linguistic skills as well as promote academic growth.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language arts is taught through science and social studies. Teachers have leveled books in spanish also in content areas social studies and science. We look at the spanish RLAB data, Ell test results as well as the science and math exams in spanish.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Paste response to question here:
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- All ELLs have equal access to the school programs and supplemental services offered in our building. We currently do not have programs offered before the school year. However, our supplemental programs begin early in September. These include: ESL, SETSS, guidance counselor, family worker, parent coordinator, occupational and physical therapy, speech and language therapist, social worker, psychologist, Extended Day, Literacy After-School, Saturday Program, and all technology related skills and language development programs. We provide additional after-school programs on NYS ELA and Math test preparation for ELL

students in grades 3, 4 and 5.

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

18. What language electives are offered to ELLs?

We offer Spanish TBE to all Ell's.

19. For schools with dual language programs:

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

Paste response to questions here:

### C. Professional Development and Support for School Staff

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

#### Professional Development and Teacher Support

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

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

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

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

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

#### **D. Parental Involvement**

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

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

#### **E. Additional Information**

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: <u>070</u>		School DBN: <u>9X070</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kerry Castellano	Principal		11/15/13
Kimberly Fisher	Assistant Principal		11/15/13
Brenda Colon	Parent Coordinator		11/15/13
Michele Silva	ESL Teacher		11/15/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Zulma Bermudez	Other <u>Bilingual Coordinato</u>		11/15/13
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

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

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

DBN: **09x070**

School Name: **Max Schoenfeld**

Cluster: **571**

Network: **Teaching Matters**

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

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

New Telephone Informational System



**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: P.S. 70	DBN: 09X070
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 225
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 8  
# of certified ESL/Bilingual teachers: 4  
# of content area teachers: 4

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:

Our goal for our new immigrant students is to provide them with necessary language background experience while also strengthening their foundational reading, writing, listening, and speaking skills. We service students in grade 2-5. Our afterschool programs run every Wednesday and Thursday from 2:30 - 5:00. Our afterschool program begins in October and last until the end of May. The language of instruction is English for all programs. We have 8 certified teachers ranging from a Bilingual license, ESL license, and Common Branch licenses. In addition to that we have a Saturday Academy. Our Saturday program is for all students who received a 2 or 3 on the ELA and Math exam last year. The flow of the day consist of taking a practice ELA or Math test. Read aloud answers/findings, short response essays alligned with a rubric, and finally sharing responses and strategies. The program is from 8:30 - 12:00 p.m. ESL methodologies are infused into this program. Some age and level appropriate instructional materials will be used to support this program are Think Central, Go Math, NYS ELAP Plus Booklet, NY Ready Practice Booklet, Achieve 3000, Reading A-Z, Read Works, Getting Ready for NYSESLAT and Beyond, Starfall, Scholastic, Time for Kids, and content area materials such as Fountas and Pinnel leveled readers, internet and newspaper articles, document based questions, visuals, realia, total physical response activities, as well as hands on approaches to support content and academic vocabulary will be used to support our immigrant students not necessarily only those who are Ells.

**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: In addition to receiving a grant for Smartboards, we have also purchased Achieve 3000 and Rosetta Stone for our immigrant students who may not be Ells. Monthly professional development will be implemented to provide our teachers with training and additional support for Achieve 3000. We have a representative (Diane Freedman) come to support and provide on-going professional development for our teachers using the Achieve program. We also send our ESL coordinator (Ms. Silva) and ESL teacher (Ms. Tavarez) to the monthly Network meetings for SIOP training

**Part C: Professional Development**

and academic strategies for English Language Learners. Our ESL coordinator turnkeys information presented at the monthly Network meeting during our PD sessions on Mondays. We also have Roser Salavert from RBERN/Fordham University provide professional development and support pertaining to data for our ESL and Bilingual teachers on a monthly basis.

**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: P.S. 70 is providing an increased amount of parent meetings. Our parent coordinator Brenda Colon and parent association president Lillian Gonzalez provide meetings and workshops for our parents. Parents are notified via parent newsletters, calendars, phone system, letters home, and verbal reminders from our parent coordinator.

Parent needs are based on formal and informal conversations. They are also based on our yearly parent survey. A need for our parents is to have an English as a Second Language Program. We plan to create an Immigration discussion/workshop as well. This will provide our parents with the skills necessary to improve the communication between school and home as well as provide support for parents seeking citizenship. Our goal is to have parents feel comfortable enough to participate throughout the year in decision making and other activities that will support their child's learning such as school trips, celebrations, classroom helpers, etc.

Parents provide valuable information about their children, their background, strengths, weaknesses, behavior and academic work as well as their socio-economic situation. Through improving communication with our parents we can work closely with them to improve our student academic achievement gaps. In this way, we can focus on Core Curriculum. We have also started "Social Friday's" this is when parents can come to the school and speak with their child's teacher.

At this time we are not affiliated with any community based organizations. However, we plan to continue our Saturday program for parents who are in need of learning English. This program will run for 6 weeks every Saturday from 8:30 - 11:30 a.m. Our certified teacher Ms. C. Williams will be the facilitator.

**Part E: Budget**

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

Allocation Amount: \$40,000

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)	60%	per-session salaries for ESL/Bilingual teachers weekdays and Saturdays.

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

Allocation Amount: \$40,000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	20%	CFN 571 - Teaching Matters Network
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	10%	Go Math, NYS ELAP Plus Booklet, Booksource - "Novel Studies", Attanasio & Associates "Getting Ready for the NYSESLAT", Scholastic TIME for Kids, Fountas and Pinnel leveled books.
Educational Software (Object Code 199)	10%	Achieve 3000 software 250 licenses. Rosetta Stone
Travel	0%	N/A
Other	N/A	N/A
<b>TOTAL</b>	100%	_____