



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	08X071
School Name:	P.S. 71
Principal:	PHYLLIS CALZOLAIO

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

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- III. Section 5C Capacity Framework Element - Collaborative Teachers
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Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: P.S. 71 School Number (DBN): 08X071
School Level: Elementary/Middle School Grades Served: K-8
School Address: 3040 Roberts Avenue
Phone Number: 718-822-5351 Fax: 718-239-1111
School Contact Person: _____ Email Address: _____
Principal: Phyllis Calzolaio
UFT Chapter Leader: Deborah Briscoe
Parents' Association President: Susana Alarcon
School Leadership Team
Chairperson: Catherine Felicione
Student Representative(s): _____

District Information

District: 08 Superintendent: Karen Ames
Superintendent's Office Address: 1230 Zerega Avenue
Superintendent's Email Address: Kames@schools.nyc.gov
Phone Number: 718-828-6653 Fax: _____

Cluster and Network Information

Cluster Number: 06 Cluster Leader: Jose Ruiz
Network Number: 607 Network Leader: Steven Chernigoff

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Phyllis Calzolaio	*Principal or Designee	
Deborah Briscoe	*UFT Chapter Leader or Designee	
Susanna Alarcon	*PA/PTA President or Designated Co-President	
Catherine Felicione	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Raquel Quesada	Member/ Assistant Principal	
Natalie DeLillis	Member/ Teacher	
Ralph Ausanio	Member/ Parent	
Tara Capone	Member/ Parent	
Grace Cerini	Member/ Parent	
Maria Garvin	Member/ Parent	
	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
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Public School 71/MS 71 is a community-based learning organization located in the Pelham Bay section of the Bronx. It serves approximately 1,693 students from grades K through 8. Through heterogeneous grouping and ethnic diversity, the student population is fully integrated. Integration of curriculum occurs through interdisciplinary studies. There are 66 classes covering grade levels K through 8. The total Special Education population is 230. There are 20 special education classes, comprising of 14 inclusion and 6 self-contained classes. The total ELL population is 112. They are provided with an instructional program that incorporates English Language immersion using a push-in/pull-out model. ELL students can participate in the ELL Saturday Academy and ELL parents can attend classes on Saturdays to learn English. Students in grades K-2 are offered a variety of programs such as before school BOKS program, Robotics, and Academic Intervention Services. Students in grades 3-8 are also offered Academic Intervention Services as well as Enrichment Services before/after school and on Saturdays. Students in grade 8 who qualify have the opportunity to take the Regents in the following courses: Integrated Algebra, Living Environment, U.S. Global History and English. Grade 8 Students also take the Spanish Language Proficiency exam. PS/MS 71 is being recognized this year as a showcase middle school for Social Studies, sharing best practices with other NYC schools around curriculum planning, lesson planning, and rich classroom discussions.

PS/MS 71 has a positive partnership with its community; often involved with fundraisers, community service, community/school activities and events, and various outreach efforts. There is also strong parental involvement, which is evident throughout the school with Learning Leaders, volunteers, and participation in school functions throughout the school year. Learning Leaders not only support the academic program, but also help promote the health and safety of our students. Other collaborations within the school are:

- Ultimate Enrichment after school program
- New York Junior Tennis Learning after school program
- Metropolitan Museum of Art
- Bronx Dance Theater
- Urban Advantage program
- Peer tutoring among middle school students and elementary students through NJHS
- After school intramurals: basketball, wrestling, softball, cheerleading
- After school clubs: band, violin, chorus, art, drama, dance, Italian club, Spanish club, Robotics, yearbook committee, anti-bullying committee
- Student teachers from St. John's College, Fordham College, and Lehman College
- Monthly student activities: dances, shows, cultural field trips
- Parental Involvement: Fall Fest, PTA Turkey Raffle, monthly workshops, Skedula-PADS

PS/MS71 has made an upward trend in progress from last year. This is the second year that the school has met AYP for SWDs and ELLs. The school has exceeded target for student progress as indicated on the School Quality Snapshot Report. Using various data sources has been the driving force behind making key instructional decisions. One challenge that the school faces is to ensure that all groups of students improve, not solely focusing on the lowest third or subgroups. Students who score proficient on the NYS ELA and Math exams need enrichment, challenging and rigorous curriculum to maintain and push them to the next level. Key

areas of focus for the 2014-2015 school year is to increase the proficiency rates for students in ELA and in Math.

Another challenge to developing the SCEP is the delay in the allocation of the priority/focus funds. Had the funds been allocated at the end of the June 2014, it would have made the entire process easier, in terms of planning goals for the 2014-2015 school year and strategically matching funds to activities.

PS/MS 71 has historically performed well in both ELA and Mathematics throughout the years. The middle school scores are consistently high, contrary to popular trends. The key to student achievement is a combination of rigorous instruction delivered by solid teachers, school culture-everyone having an ownership over their students from grades K-8, and ongoing open communication with parents. The school goal is to develop a core of teacher leaders – staff members who have attended workshops, institutes and professional development activities that have enhanced their ability to become specialists in a variety of curriculum areas. Time is provided for those teacher leaders so that they may take on the role of co-teacher, model teacher, and mentors for their colleagues. Common planning time is programmed into teacher schedules to encourage collaboration and to develop a true professional learning community.

Mission Statement

We, the staff of Public School 71 and Preparatory Academy at 71, are dedicated to providing an exemplary public education for each of our students in a safe, supportive, and academically challenging environment. We will encourage our students to strive high and reach their full potential, academically and emotionally. We will achieve this by promoting learning in a multi-cultural atmosphere where problem solving and decision-making are fostered and independent thinking is required. We believe that we are creating the future leaders of society.

Our Vision

We aspire to the habits, which instill in our students the drive to be proactive. We encourage all to take responsibility for their actions and goals for their future. We believe that all students are capable of succeeding and strive to develop a positive academic, physical, mental and emotional attitude where they are always learning and growing.

Our Goals

It is the goal of P.S. 71 and the Preparatory Academy at 71 to create future leaders. We will provide quality education through meaningful and integrated instruction in all curriculum areas. This will be based upon the New York State Common Core Learning Standards and through Danielson's Framework for Teaching. It is our goal to:

- Create a positive learning atmosphere
- Respect each student's individuality and treat them as such
- Encourage good citizenship and acceptable social behavior
- Maintain instruction that is of the highest quality
- Develop and nurture a positive partnership between school and home with open communication at all times.

08X071 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06,07, 08	Total Enrollment	1692	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	12	# SETSS	2	# Integrated Collaborative Teaching
				17
Types and Number of Special Classes (2014-15)				
# Visual Arts	24	# Music	31	# Drama
				8
# Foreign Language	24	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	63.2%	% Attendance Rate	92.6%	
% Free Lunch	64.0%	% Reduced Lunch	12.1%	
% Limited English Proficient	5.5%	% Students with Disabilities	22.2%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American	3.8%	
% Hispanic or Latino	60.6%	% Asian or Native Hawaiian/Pacific Islander	7.0%	
% White	27.6%	% Multi-Racial	0.4%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.25	# of Assistant Principals (2014-15)	4	
# of Deans (2014-15)	2	# of Counselors/Social Workers (2014-15)	5	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	N/A	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.0%	Average Teacher Absences (2013-14)	7	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	30.9%	Mathematics Performance at levels 3 & 4	40.7%	
Science Performance at levels 3 & 4 (4th Grade)	79.8%	Science Performance at levels 3 & 4 (8th Grade)	66.7%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	98.0%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	NO	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

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# Special Classes	12	# SETSS	2	# Integrated Collaborative Teaching
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Types and Number of Special Classes (2014-15)				
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				8
# Foreign Language	24	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	63.2%	% Attendance Rate	92.6%	
% Free Lunch	64.0%	% Reduced Lunch	12.1%	
% Limited English Proficient	5.5%	% Students with Disabilities	22.2%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American	3.8%	
% Hispanic or Latino	60.6%	% Asian or Native Hawaiian/Pacific Islander	7.0%	
% White	27.6%	% Multi-Racial	0.4%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.25	# of Assistant Principals (2014-15)	4	
# of Deans (2014-15)	2	# of Counselors/Social Workers (2014-15)	5	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	N/A	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.0%	Average Teacher Absences (2013-14)	7	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	30.9%	Mathematics Performance at levels 3 & 4	40.7%	
Science Performance at levels 3 & 4 (4th Grade)	79.8%	Science Performance at levels 3 & 4 (8th Grade)	66.7%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	98.0%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District	X	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	NO	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

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Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			3.8%
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% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	NO	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Based on page 5 of the 2013-2014 Quality Review, an area of focus is to ensure there is a rigorous, engaging, and coherent curriculum aligned to the Common Core Learning Standards. Teacher teams will meet regularly to look at curriculum, lesson plans, create common assessments, and to share best practices. Every classroom is equipped with an interactive whiteboard and teachers have access to laptops to actively engage students with their learning. According to the 2013-2014 K-8 School Quality Snapshot, PS/MS 71 has a rating of "Meeting Target" with 65.5 points in the area of Student Achievement. The priority need for the 2014-2015 school year is to increase the percentage of students at a level 3 or 4 in both ELA and Math by delivering high quality and rigorous curriculum that stimulate higher-order thinking.

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.

During the 2014-2015 school year, all teachers will continue to implement rigorous and coherent curricula aligned to the Common Core Learning Standards for K-8 as measured by 80% of students performing on grade level or above on the performance based tasks and end of unit assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Teacher teams will meet regularly to examine student work and adjust instructional practice. (SOP 3.3)	Teachers in grades K-8	September through June 2015	Administration, Coaches, Grade leaders K-8
2. Teacher teams will meet after school for curriculum planning on the Ready Gen and Go Math Common Core aligned programs – refinement of curriculum maps and inclusion of multiple entry points to address diverse learners. The school will purchase more non-fiction texts to support the implementation of rigorous and coherent curricula that is aligned to the Common Core Learning Standards. (SOP 3.2, 3.4)	Teachers in grades K-8	September through June 2015	Math Coach, Fordham Literacy Consultants, Administration
3. Teachers will work in collaboration with coaches, data specialist, consultants, and network achievement coach to adjust and guide instructional practices and analyze data to drive instruction. Students who are identified as 'Pushable high 1s to 2s from the NYS 2013-2014 exams will be offered after school targeted support twice weekly for ELA and Math in grades 4-8 in preparation for the 2015 NYS exams. Students with disabilities and ELL students will be offered additional AIS instruction during Saturday Academy. (SOP 3.5)	Teachers in grades 4-8 Pushable 1s to 2s students, SWDs, ELLs	November through March 2015	AIS teachers, Math Coach, Data Specialist, Fordham Consultants, ELL teachers, Special Education teachers
4. Students who are identified as level 4s from the NYS 2013-2014 exams in grades 3-8 will be offered enrichment twice weekly in ELA and in math. (SOP 3.5)	Middle school teachers in ELA and Math Level 4 students	November through March 2015	Middle School ELA & Math teachers, Administration
5. Professional development on questioning and higher-order thinking (Danielson's 3b) will be offered for teachers. (SOP 3.2)	Teachers in grades K-8	September through June 2015	Support Staff, Network Staff, Teachers, Administration
6. Workshops on the Common Core Learning Standards and on the Ready Gen and Go Math programs will be offered to parents. (SOP 3.2)	Parents	September 2014	Math Coach, Ms. C. Liamzon (Ready Gen facilitator), Ms. A. Ortiz (parent coordinator)

Part 4 – Resources Needed

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

1. TL FSF, Title I P/F Per Session (F-Status Math Consultant, Data Specialist, Math Coach)
2. Title I P/F Per Session (18 teachers x \$54.29 x 1 hr/week x 15 weeks), Title I P/F OTPS (70 classrooms x \$350 classroom library) Title I SWP OTPS Curriculum & Staff Development (2 literacy consultants x \$950/day x 40 days)
3. TL FSF, Title I P/F Per Session (12 Teachers x \$54.29 x 3 hours x 15 weeks), Title III Per Session (2 Teachers x \$54.29 x 15 weeks), Title I P/F OTPS Curriculum & Staff Development (2 literacy consultants x \$950/day x 80 days)
4. Title I P/F Per Session (15 teachers x \$54.29x 3hrs/week x 15 weeks)
5. TL FSF Personnel
6. Title I P/F Set Aside-Parent Involvement 1%

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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.

A portfolio of performance based tasks in ELA and in Math, along with unit assessments will serve as a mid-point benchmark to gauge school progress toward meeting the goal. At least 65% of students in each class will be on grade level or above as measured by their performance based tasks and unit assessments from the Ready Gen and Go Math programs. This will be checked during the week of January 26-30, 2015.

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

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. 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 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Based on page 13 of the 2013-2014 NYC School Survey Report, 46% of students felt that they do not treat other students with respect and 43% of students felt they do not treat adults with respect. This is the 3rd year that the school has implemented an Anti-bullying committee to come up with school-wide themes and activities to build respect and foster positive relationships among students.

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.

By June 2015, all teachers will have implemented shared school wide values that promote respect for all. This will be measured by a 3% increase of students who respond, “Most students at the school treat each other with respect” and “Most students at my school treat adults with respect” on the School Environment Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 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	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. There will be a continuation of an Anti-bullying Committee that meets regularly to discuss strategies and ideas to address bullying issues within the school. The committee will be comprised of staff, middle school students, and parents so that each group can be represented. (SOP 5.2)	Students in grades K-8	September through June 2015	Ms. C. McMorrow, Ms. G. Triano (Guidance Counselors)
2. Student council in grades 6-8 will meet on a monthly basis to discuss areas of concern with the middle school population. (SOP 5.3, 5.4)	Middle School students	September through June 2015	Ms. P. Calzolaio, Ms. R. Quesada (AP) and Ms. G. Triano (Guidance)
3. Monthly grade assemblies will help promote school spirit, positive attitude, and respect for all. (SOP 5.2)	Students in grades K-8	September through June 2015	Grade reps on each grade
4. National Junior Honor Society: Peer Tutoring-Middle school students in this program will be trained to work with younger students to boost ELA and Math skills in the morning. This will help foster positive relationships between the elementary and middle school students. (SOP 5.3)	Students in grades K-5	September through June 2015	Ms. M. Marrero (NJHS Coordinator)
5. The D.A.R.E. Program will work with students in grades 5 & 6 on topics such as self-esteem and social issues. (SOP 5.3)	Students in grades 5 & 6	January through June 2015	Officer Martinez
6. After school sports and clubs for students in grade 2-8 will be offered (basketball, NYJTL, softball, Fall Fitness, BOKS program, cheerleading, wrestling, art, band, chorus, violin, robotics, Mock Trial, Debate Team, Spanish club, book club, newsletter committee, Italian club, dance, drama club, chess, Green Team, NJHS, and Penny Harvest club) (SOP 5.5)	Students in grades 2-8	September through June 2015	Various teachers heading up sports and clubs.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
1. Title I P/F Per Session (6 teachers x \$54.29 x 1hr/week x 30 weeks) 2. Title I P/F per Session (2 teachers x \$54.29 x 1hr x 12) 3. FSF personnel for music, art, drama teachers, FSF per session (show preparation) 4. TL FSF Per Session before school meetings with NJHS 5. No funds needed-outside community organization 6. Title I P/F Per Session afterschool activities/clubs (20 teachers x \$54.29 x 30 weeks)

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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.

A school survey created by the Anti-bullying Committee will be administered to students in mid January to check progress toward meeting the goal. The results will be collected and analyzed to identify any gaps and make revisions.

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

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

The Anti- bullying committee will distribute their survey in March along with the Learning Environment Survey.

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Based on page 6 of the 2013-2014 Quality Review, it was recommended to consistently analyze student work products. The focus for the 2014-2015 school year is to continue inquiry teams by grade to develop collaboration among teacher teams and to address gaps and revise instructional practice to increase student achievement.

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.

By June 2015, all teachers will participate in monthly professional development and inquiry to meet the needs of diverse learners within their classrooms as measured by an increase of student achievement in their work products, as well as monthly agendas and inquiry binders (assessment data).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 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	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
1. Support staff will provide in-house professional development during Monday PD time and lunch and learns, based on teacher survey and need. (SOP 4.2)	Teachers in grades K-8	September through June 2015	Coaches, Fordham Consultants, Teachers, Administration
2. Teachers will have opportunities to seek out and attend off-site professional development workshops on topics of interest and need. (SOP 4.3)	Teachers in grades K-8	September through June 2015	Teachers, Administration
3. Consultants and the Data Specialist will provide ongoing PD on item analysis and using a variety of data for progress monitoring and informing lesson planning. (SOP 4.5)	Teachers in grades K-8	September through June 2015	Fordham Consultants, Data Specialist
4. Teacher teams will regularly look at student work to identify gaps and make appropriate instructional adjustments to raise student achievement. (SOP 4.5)	Teachers in grades K-8	September through June 2015	Support Staff, Administration
5. Laptops will be purchased so students are prepared for the PARCC. Technology will be integrated into instruction to help raise student engagement. (SOP 4.2, 4.4)	Students in grades K-8	September through June 2015	Administration, Technology Department

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
1. Title I P/F Per Session (Support staff delivering after-school professional development will be paid per session rate \$54.29) 2. Title I P/F Per Diem Professional Development (20 teachers x \$167.60 x 6 months) 3. Title I P/F OTPS Curriculum & Staff Development (2 literacy consultants x \$950/day x 80 days), 4. TL FSF Personnel 5. Title I P/F OTPS (Laptops, Smartboards, Promethean Boards)

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

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

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

An inquiry newsletter will be shared school wide quarterly to disseminate information and strategies. Administrators will also join teacher team meetings and provide feedback. There will be a midpoint check in January with teachers to discuss their professional goals. Supervisors will have conversations with teachers to discuss progress and make appropriate revisions.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. 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 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Based on the professional development survey given out to all staff at the beginning of the school year, the most frequently asked for topic is on 3b (questioning and discussion) of the Danielson’s Framework. This need is confirmed with the first round of informal observations conducted by supervisors. Teachers were receiving developing in the areas of 3b and 3c (student engagement).

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.

By June 2015, all teachers will show movement in 3b (questioning and discussion) and 3c (student engagement) on the Danielson’s Framework as measured by the MOTP final ratings after a minimum of 4 classroom observations.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 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	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
1. Professional development workshops on Danielson’s Framework, particularly focusing in on 3b, and 3c will occur throughout the year. (SOP 2.4)	All teachers in grades K-8	September through June 2015	Administration, Fordham Coaches, Talent Coach
2. Informal and formal observations will provide supervisors an opportunity to plan further professional development based on the specific needs of teachers. Pre and post observation conferences will also provide an opportunity to guide, discuss, and reflect on lesson planning, student engagement, classroom management, questioning techniques, and assessment. (SOP 2.5)	All teachers in grades K-8	September through June 2015	Administration
3. <u>Danielson Framework Enhancing Professional Practice</u> will be purchased for all teachers as a resource. (SOP 2.4)	All teachers in grades K-8	September through June 2015	Administration
4. Inter visitations will be implemented throughout the grades and across content areas to share best practices. (SOP 2.2, 2.3)	All teachers in grades K-8	September through June 2015	Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
1. TL FSF (support staff, coaches), Title I P/F OTPS Curriculum & Staff Development (\$950 x 80 days) 2. TL FSF (Administration) 3. Title I P/F OTPS 4. TL FSF Personnel

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

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

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.

Ongoing continuous feedback from workshops will be used to guide future PD.
 Discussions between literacy consultants and administration at periodic intervals (weekly) will be used to plan and prepare targeted PD based on teacher need.
 Frequent and timely feedback sessions between administrators and teachers will allow for continuous ongoing communication to improve instructional practice and show movement on the Danielson Framework. Data collected and tracked from informal/formal observations will provide information and guidance on PD topics to develop instructional practice. (Review of the MOTP data)

*January 16, 2015 will be a mid-point check-in date.

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:

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

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

Part 1b. Needs/Areas for Improvement:

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

Based on the 2013-2014 School Survey, 50% of parents responded compared to 43% from the prior year. The school will work toward increasing the response rates by involving parents more in school events, workshops, and building relationships with them throughout the school year.

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.

By June 2015, parent involvement will increase by 5% in attendance rates as measured by Parent Communication Logs, and sign in sheets from PTA meetings, Parent Teacher Conferences, Parent Workshops.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 7. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 8. 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). 9. Strategies to increase parent involvement and engagement 10. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Monthly workshops for parents on various topics such as, curriculum, testing, health and nutrition, EngageNY, Common Core, College and Career Readiness, Cool Culture, Pupil Path, Dial a Teacher, Science Family Night, Social Studies Night, Literacy Night, Math Game Night, Career Night, Spooky Scary Night. (SOP 6.4)	Parents	September through June 2015	Ms. A. Ortiz, Coaches, Support Staff
2. Urban Advantage-family trips to Bronx Zoo, museums, and other cultural events throughout NYC Scientist Residence Program-7 th & 8 th grade Science Department (SOP 6.4)	Families	September through June 2015	Ms. A. Martinez, Ms. R. Quesada
3. Parent outreach-email, monthly newsletters, Pupil Path, phone calls (SOP 6.3)	Parents	September through June 2015	Ms. A. Ortiz, Ms. N. DeLillis
4. PTA monthly meetings, emails, flyers, bulletin boards, turkey raffle, seasonal fairs, school fundraisers (SOP 6.2)	Parents	September through June 2015	Ms. S. Alarcon
5. Saturday ELL Academy for parents to provide English classes and resources (SOP 6.4)	ELL parents	November through March 2015	Ms. D. Maselli
6. Computers For Youth-Workshop on using computers with families (SOP 6.5)	Families	January	CFY-Elizabeth John
7. Community and family events-Fall Fest, Penny Harvest, Food Drive, Science Fair, Art Fair, Book Fair (for all events happening after the contractual day, per-session is made available for teachers) (SOP 6.2)	Families	September through June 2015	Ms. A. Ortiz

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
1. Title I P/F set aside 1% parent involvement, Title I P/F Per Session (2 x \$54.29 x 10) 2. Title I P/F set aside 1% parent involvement 3. SWP Title I Software funds for Skedula-Pupil Path (\$7000) 4. TL Parent Coordinator funds 5. Title III & Immigrant funds 6. Title I SWP OTPS-Curriculum and Staff Development (\$2100) 7. TL FSF-Personnel, TL Parent Coordinator funds

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

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

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.

Collection of sign in sheets and logs in mid January will be used to check for progress.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2.	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 6: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>Teacher recommendations in grades K-3 based on DRA and classroom assessments</p> <p>Students in grades 4-8 will be identified using the NYS ELA scores.</p>	<p>Students who score below the designated performance level receive AIS 2X per week during school hours. The groups range between 5 to 7 students. Multiple materials are used to assist in accommodating various types of learners: sight word recognition using flashcards, Wilson Foundations program, guided reading using leveled books, with a follow-up writing assignment (response to literature), Mindplay, and iReady</p>	<p>Small group instruction, peer tutoring, Learning Leaders, Saturday Academy, after school AIS, and at-risk resource room.</p>	<p>AIS during the school day between 8-2pm Saturday Academy from 9-12pm (November–April) After school AIS 2:40-4:10pm Before school AIS 8:00-9:00am</p>
Mathematics	<p>Teacher recommendations in grades K-3 based on Go Math assessments</p> <p>Students in grades 4-8 will be identified using the NYS Math scores.</p>	<p>Students will learn to explore with manipulatives to help them understand and model learned mathematics concepts using Go Math! For example, make and analyze graphs, subtraction strategies using facts up to 20, explore attributes of solids and shapes, estimation and comparison of numbers to 1,000, measurement, telling time, and developing an understanding of fractions. iReady will also be used for AIS.</p>	<p>Small group instruction by AIS provides, one to one tutoring, peer tutoring, Learning Leaders, Saturday Academy, and resource room.</p>	<p>AIS during the school day between 8-2pm. Saturday Academy from 9-12pm (November–April) After school AIS 2:40-4:10pm Before school AIS 8:00-9:00am</p>

Science	Teachers recommendations based on classroom assessments	Small group instruction, differentiated instruction, hands-on lab activities, guided demonstrations, cross-curricular activities through the use of technology.	Small group instruction by AIS providers, one to one tutoring, peer tutoring, Learning Leaders, Saturday Academy, resource room	AIS during the school day between 8-3pm Saturday Academy from 9-12pm (November –April) After school AIS 3:10-4:10pm
Social Studies	Teacher recommendations based on classroom assessments.	Small group instruction, differentiated instruction, use of non-fiction texts, DBQs, writing in the non-fiction content areas.	Small group instruction by AIS providers, one to one tutoring, peer tutoring, Learning Leaders, Saturday Academy, resource room	AIS during the school day between 8-2pm Saturday Academy 9-12pm (November-April) After school AIS 3:10-4:10pm Before school AIS 8:00-9:00am
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher referral to the Pupil Personnel Team for review	Peer mediation, bereavement counseling, anti-bullying workshops, stress management, values clarification, referral to outside providers, socialization skills.	Small group, one to one with guidance counselor, social workers, psychologist.	During school hours 8-3pm

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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).
All staff will have the opportunities throughout the school year to seek out their own professional development, both in house and off-site. The school will also provide differentiated professional development tailored to the needs of teachers, administration, and paraprofessionals.

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.).

The school will host a Kindergarten Welcome in the Spring prior to the students entering kindergarten. The Parent Coordinator will be responsible for parent outreach and to coordinate workshops on curriculum. The School Based Support Team will also work closely with the Parent coordinator to ensure smooth transition for turning 5 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.

Teachers will be core team members of the assessment team, grade rep. meetings, common planning time for all grades and departments to create, revise and analyze assessments to improve instruction.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, 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 consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$1,074,266	X	Pgs. 12, 14, 23
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$260,020		
Title II, Part A	Federal	\$294,409		
Title III, Part A	Federal	\$11,200	X	Pgs. 12, 23
Title III, Immigrant	Federal	\$6,407	X	Pgs. 12, 23
Tax Levy (FSF)	Local	\$9,069,478	X	Pgs. 12, 14, 17, 20, 23

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS/MS 71, 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/MS 71 will support parents and families of Title I students by:

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

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

school's Title I program. This information will be maintained by the school.

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

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

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

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

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

PS/MS71 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

P.S./M.S. 71

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

- Maintaining classroom positions to improve achievement for all students.
- Collaboration with the School Leadership Team and Parents’ Association to maintain classroom positions to ensure achievement for all students.
- Communication through monthly newsletters and other materials sent out to families that are pertinent to planning, implementation and outcomes.
- Parents and School will share responsibility for student achievement as a school-family partnership in raising student achievement student by student.
- Although Parents’ Association meetings are held monthly at a designated time, a flexible schedule on both the principal’s part and on the part of the child’s teacher is instrumental in terms of allowing for as much parent participation as possible. Parents are always welcome to make an appointment with a child’s teacher that is mutually convenient to both parent and teacher. Concerns and issues will be communicated with the principal on an as-needed basis.
- Parents are provided with timely information about instructional programs, curriculum, performance standards and assessment tools in the following ways: Monthly newsletter, progress reports, family conferences, and ARIS. We also have the following events to ensure our parents understand curricula in each grade: Curriculum Event, Monthly Coffee Klatch, Parent Workshops, Science and Art fairs.
- Parent involvement activities will include: Family Math Game Night, Literacy Book Making, Fall Fest, Spring Fair, Cool Culture
- Parent engagement will be cultivated through monthly Coffee Klatch, Open Technology Lab, Saturday ELL Academy

- All concerns regarding the use of the Title I Funds should be directed to our Parent Coordinator (Anna Ortiz) and will then go through the proper channels to reach the principal of the school.
- The school is committed to communicating with parents in their native language if need be.
- This Parent Involvement Policy will be reviewed annually in May 2015.

Student Behavioral Contract
(Grades K-8)

Name of Student	Date of Birth	Class
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I know that I have a right to:

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

I agree to:

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

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

Student’s Name: _____ Signature: _____ Date _____

Parent Section

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

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

- Encourage my child to be a respectful and peaceful member of the school community;
- Discuss the Discipline code and the Bill of Rights and Responsibilities with my child;
- Participate in parent conferences, class programs and other activities in which my child is involved;
- Assure that my child will arrive to school in time every day;
- Provide a quiet place for my child to complete his/her homework;
- Spend at least 15 minutes per day reading with my child;
- Listen to my child retelling of his/her school day experiences;
- Provide the school with current telephone numbers and contact information;

- Alert the school if there are any significant changes in my child's health or well-being that affects his/her ability to perform in school.

Parent/Guardian Name: _____ Signature: _____ Date: _____



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: 071	DBN: 08X071
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 75
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: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: _____

Describe the direct instruction supplemental program here and include the

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

Begin description here:

PS/MS 71 currently serves 116 ELLs in a freestanding ESL program. Students come from multiple languages- for example, Spanish, Chinese, Albanian, Urdu, French, and Arabic. 26 are beginners, 40 are intermediate, and 50 are advanced ELLs.

We are projecting that approximately 75 ELLs will be receiving services on Saturdays to help them attain English proficiency while meeting state academic achievement standards. The rationale for this program is that most of these students will be required to take the State ELA, Math, and Science exams. In addition, they are required to reach common core standards in Social Studies. Therefore, they need additional support in expressive language, phonics, reading comprehension strategies and writing skills. They also need additional help with word problems and scientific terms. Two teachers will provide direct instruction to ELLs for 2 hours each Saturday from 9:00 - 11:00 a.m. beginning October 25th, 2014 and ending March 28th, 2015. There will be 18 instructional Saturday sessions. Teachers will meet on Saturdays from 8:00 to 9:00 a.m. twice a month for professional development and for curriculum planning.

For Saturday sessions, we will use Continental Press Series, New York ELLs for third through eighth grade. We will also use Teacher Created Materials, Reading Comprehension Developing Fiction and Nonfiction Skills program for third through eighth grade. The latter includes a writing piece for struggling writers as well as enrichment. We will also include a literacy piece for read alouds of folktales, biographies, autobiographies, featured articles, and non fiction text. The two ESL teachers will serve one group each, third through fifth and sixth through eighth. They will differentiate their instruction to address each students needs and the language of instruction will be English. The students will be provided with all materials and supplies such as notebooks, paper, pencils, crayons, markers, construction paper, chart paper, as well as technology such as laptops. The anticipated measurable outcome is that students will advance a level as evidenced in the NYSESLAT.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: The ESL teachers will attend Professional Development workshops and conferences outside of the school sponsored by TESOL and NYSABE at no cost to Title III. The workshops and conferences will focus on providing teachers and educational leaders strategies and tools necessary to educate a new generation of biliterate students. We anticipate that the conferences will offer presentations, roundtable discussions, and special sessions on current topics such as the Common Core State Standards, the NYS Seal of Biliteracy, data driven instruction, and the role of instructional leadership in ensuring quality Bilingual Education programs; Dual Language programs; and ESL programs. The connection to our Title III program is that through professional development, we will be able to help our students meet the Common Core Standards; improve oral language development; and enhance language acquisition using scaffolding strategies and data driven instruction.

Part D: Parental Engagement Activities

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

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

Begin description here: The rationale behind our parent engagement activities is to facilitate parent involvement in helping their children meet the Common Core Standards. Parents will be informed of the clear academic expectations. Parents will be notified of the Saturday Academy via letters written in their dominant language and phone calls. Workshops will be offered throughout the school year on the following topics: NYS ELA and Math Exam, Test Preparation, Reading, Writing, and Vocabulary. These meetings will help us provide parents with different strategies, skills and resources to help their children at home, thus empowering the ELL community. The ESL teachers, along with the Parent Coordinator will spearhead outreach efforts. Parents will also be invited to learn English on Saturdays from 9 a.m.- 12 p.m. while their children attend ESL classes. The ESL teachers will also attend PTA meetings to answer questions and provide resources for parents of ELLs. Six workshops will be given to parents by the ESL teachers, the Literacy Coach and Math Coach. Two will be given on Saturdays at 12:00 p.m., and four will be given during parent engagement on Tuesday afternoons, 45 minutes to an hour each, at no cost to Title III. The months we have selected are December, January, February, March, and April.

Part E: Budget

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

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 08	Borough Bronx	School Number 071
School Name P. S. 71		

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									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											0
Dual Language											0
ESL	61	2	3	23	0	15	9	0	8	93	

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		
Total	61	2	3	23	0	15	9	0	8	93
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														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	2	1	1	3	0	3	0	0					13
Intermediate(I)	0	1	7	2	3	2	1	3	1					20
Advanced (A)	3	5	7	7	4	9	11	5	9					60
Total	6	8	15	10	10	11	15	8	10	0	0	0	0	93

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	5				5
4	7	2			9
5	11	2			13
6	7	1			8
7	7	3			10
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3	0	2	0					5
4	6	2	1	1					10
5	11	2	1	0					14
6	1	1	2	2	0	1		1	8
7	7	0	1	0		2			10
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	4	0	4	0	1	0	10
8									0

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:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

1. The assessments tools our school uses to assess the early literacy skills of ELL's are ECLAS, EPAL, DRA, and Acuity. By looking at the data from these assessments, we can determine the strengths and weaknesses of our ELL's. This information helps the classroom

teachers, AIS teachers, and the ESL teachers plan more effectively to meet the needs of the ELL's. Results are always shared. In fact, the ESL teachers have also administered these assessments. What these assessments reveal is that reading comprehension for ELL's needs to be improved.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. The data patterns reveal that the areas of reading and writing seem most in need of assistance, followed by listening and speaking. Students in Grades K-2 acquire listening and speaking skills earlier than the reading and writing skills. The use of rhymes and rhyming patterns in chants are used as well as phonics in Grades K-2. Newcomers are in immediate help with all four skills. The upper grade students are in need of refining their reading comprehension and organizational skills in writing in order to score proficient. Modeling writing is used to teach the students how to express themselves through writing once the speaking skills are mastered.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 3. Our mission is to provide a comprehensive literacy program to help develop reading, writing, speaking, and listening skills for all ELL's. Teaching students strategies such as utilizing prior knowledge they acquired in the content areas in their native language is one example of helping these students succeed. Visuals, hands-on activities, graphic organizers, picture dictionaries, books with audio tapes, and computer programs are all strategies that are being used. On Our Way to English which encompasses literacy, math, and science is a wonderful resource tool. McGraw Hill's On Location, a three-level reading and writing program that provides an enrichment approach to language and literacy development is used. Spotlight on English Program by Santillana is used to provide opportunities for ELL's to gain and develop English Language proficiency skills in all modalities.. The patterns across the NYSESLAT modalities affect our decisions as far as planning our curriculum and ordering the materials that focus on the skills that need to be mastered. The AMAO displays the percentage of students that make progress in English: percentgae of students attaining English language proficiency and the adequate yearly progress.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 4. The patterns across proficiencies and grades indicate that the listening and speaking skills are acquired earlier than the reading and writing skills. In fact, students have scored proficient in listening and speaking; however, they have scored intermediate and advanced in reading and writing. Therefore, they are still eligible for ESL services. In Grades K-2, all four skills need to be mastered; however, the students' listening and speaking skills improve earlier than the reading and writing. From Grades 3-8, ELL's need to improve their reading and writing in order to score proficient. This year, we have Newcomers entering Grades 3-5; consequently, their scores in the modalities of the LAB-R have affected our patterns. ELL's who are literate in their own native language achieve a higher score on exams they take in their native language compared to tests taken in English. The longer the student is in an English Language School, the more proficient he/she becomes in English; thus, the need for him/her to take the exams in their native language minimizes. The native language is used to help bring the student from the unfamiliar to the familiar. For example, explaining vocabulary; describing context; and teaching about cultural differences are ways that we help our students' comprehension improve by using their native language. We currently use content area textbooks in Spanish (Santillana Publishing) in science, social studies, and math. This helps to improve their native language proficiency and continuous progress in the content area.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
 5. Our ESL teacher informs the leadership and teachers on how to use the results of the periodic assessments. The weaknesses on the Periodic Assessments are examined. The results help in planning for instruction that will take into account these weaknesses of the ELL's. For example, students who have problems with listening comprehension need repetition and simpler directions so that they can understand what is asked of them. Grammar is a significant focus on the writing part of the NYSESLAT assessments. Teachers spend time on the grammatical rules of the English language so that the students can identify a correct sentence from an incorrect one; editing their writing pieces also helps reinforce their grammar abilities . Periodic assessments are a good indication of the gains the ELL's make and are a good indicator of how the students will do on the NYSESLAT. Suggestions made based on the results are shared. What is also shared is if these suggestions have worked.

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

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 - When a child is registered, the Pupil Accounting Secretary gives a registration packet, which includes the Home Language Identification Survey, to the parent/guardian to complete. The parent/guardian is assisted by the ESL teacher, Assistant Principal or a pedagogue who speaks the native language of the parent/guardian when completing the HLIS. Pedagogues such as the ESL teacher and Assistant Principals interview the parent/guardian. Our parent coordinator or any other staff member who can translate also participates in the interview when needed. Our staff includes pedagogues who Spanish, Chinese, Arabic, Greek, Italian, French, Korean, Tagalog, and Portuguese. The purpose of the interview is to assure that the parent completes the HLIS accurately. Also, we ask questions concerning the child's previous schooling. This helps us get a good idea of the student's educational background. Parents who speak low incident languages are assisted through the Translation Unit. Once the HLIS is completed, the ESL teacher reviews the survey and determines whether or not the child needs to be tested with the LAB-R. If the child's home language is other than English, the child is given the LAB-R by the ESL teacher who is certified in Teaching English to Speakers of Other Languages. The child is also interviewed so that the ESL teacher can determine if the survey was completed accurately. The testing is done within 10 days of registration. If the child is eligible, the parent is given the different options she/he has for the child. Once the LAB-R is scored, Spanish-speaking ELL's are given the Spanish LAB if they are eligible for ESL services.
 - In the spring, the NYSESLAT is administered. Once the dates for administration are announced, the ESL teacher plans a schedule for testing. This schedule is discussed with the Testing Coordinator who ensures room availability. A memo is sent to the classroom teachers and to the parents (in their preferred language) that includes the dates, times, and rooms. The ESL teacher uses the RLAT report to determine NYSESLAT eligibility. She also keeps a list of students who have LAB-R hand-scores that have not yet

appeared on ATS. These students are also eligible to take the NYSESLAT. The ESL teacher first administers the Speaking one-to-one. After completing the Speaking, the students are administered the Listening, Reading, and Writing components in groups. In the fall, the NYSESLAT scores are available. The ESL teacher attains the Exam History Report and the RNMR Report which show the individual skills scores. Therefore, the teacher is able to view which skill/skills each individual ELL needs additional help in. The reports show the students' strengths and weaknesses. The most recent scores are compared to the previous scores; thus, it is possible to view what gains, if any, were made and in which skill. Also, it is possible to see what needs must be addressed. Paste response to question here:

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 2. Once the potential ELL's are tested within 10 days of registration with the LAB-R and Spanish LAB, if applicable, parents are asked to attend an orientation. Our school ensures that parents understand all three program choices at the fall parent orientation. At this meeting, the parents of newly-arrived ELL's are informed of the 3 available programs in NYC and are assisted in the program selection after they view the video. We also provide the guides in the parents' preferred language. Our parent coordinator, Assistant Principal, and Principal are present along with any other staff member who speaks the native language of a parent who may need a translator. If a parent is not present at the orientation, we meet with him/her for an individual conference. One-to-one meetings are also conducted throughout the year for newly arrived ELL's. The parent orientation video which describes the three instructional ELL programs are available on the internet in different languages. Parents view the videos in their preferred language on individual laptops in our Technology Room at the orientation. Parents are explained that should 15 parents or more whose children speak the same language opt for a Transitional Bilingual Program, the school will offer such program. Thus far, our parents choose the Freestanding ESL Program as their Number 1 choice. Should they choose a TBE/DL program that eventually becomes available, our Assistant Principal along with any pedagogue who speaks the parent's preferred language will call the parent.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 3. Our school ensures that entitlement letters along with fliers that announce the date, time, and location of the parent orientation are given to the parents. Our classroom teachers are helpful in informing the parents of the orientation. Also our Parent Coordinator and Assistant Principal follow up with phone calls. At the orientation, the Parent Survey and Program Selection Forms are distributed in the preferred language. The ESL Teacher answers any questions. If a parent does not come to the orientation, we send the letters homes with the student in their native language and in English and request a one-to-one meeting. The parent coordinator or any other staff member who speaks the preferred language makes a follow-up call. The ESL teacher meets with parents to assist them with completing the survey. A translator is always included if it is deemed necessary. We keep a list of parents who complete the survey on our Master List of Eligibility. The Program Selection Form is placed in the student's cumulative records. A copy is kept for the school in a secure file in the ESL Department.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
 4. At the time of registration, an interview is conducted. If the parent wishes for his/her child to be placed in a bilingual program, we consult with the list of parents who expressed that they wished their children to be placed in a bilingual program. If not enough parents wish their children to be placed in a bilingual program, every effort is made to find the closest program to the student's home. Our parent coordinator, assistant principal, guidance counselor, and ESL teacher work together to find a bilingual program. A list of schools with a TBE Program is given to the parent. A staff member phones the most conveniently located school and inquires about the available program. Parents visit the school/s and then decide. If the parent does not wish to place his/her child in a bilingual program, the student is placed in a Freestanding ESL Program. The following procedures are used to notify parents of identified ELL's the program placement. First-Time Entitlement Letters are sent out, copies of which are kept in the ESL teachers' office, in English and in the parents' preferred language. Placement Letters follow, copies of which are kept in the ESL teachers' office. We encourage the parent to keep the child in the selected program for more than one year since research has shown that students are most successful if they stay with one program. At P.S. 71, we make every effort to place the student in a classroom of a teacher who speaks the student's native language. If this is not possible, then we place the student in a class where there is at least one child who speaks his/her language. The ELL student is buddied up with a student who is fluent in English and who speaks the ELL's native language. Thus, the student has an additional channel through which he/she may express him/herself. For students who took the NYSESLAT exam, Continued Entitlement Letters are distributed in English and in the preferred language. Again copies of these letters are kept on file.

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

5. We begin by forming a committee that includes the ESL teachers, a literacy coach, and an AIS teacher. We organize the testing dates and all the materials. We distribute memos to all teachers, and pertinent staff members informing them of test dates, times, locations and make-up dates. We begin with the Speaking part of the test, then the Listening, next is Reading and the last part is the writing. Provisions and accommodations are made for ELL's with IEPs

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ①

6. After reviewing the Parent Survey and Program Selection Forms returned for the past three years, we conclude that 100% of our parents whose children are ELL's indicate the ESL Program as their first choice, the TBE Program as their second choice, and the Dual Language Program as their third choice. We also consult parents whose children have transferred to our school from other public schools. Parents express that they wish their children to be in a Freestanding ESL program. The program that is offered at our school is aligned with our parent requests. Our parents wish to have their children served in a small-group setting so that each individual's needs are addressed. This year, parents of all 16 newly-arrived ELL students at P.S. 71 chose the Freestanding ESL program.

The program that is offered at our school is aligned with our parent requests. Our parents wish to have their children serviced in a small-group setting so that each individual's needs are addressed. Also, the students feel comfortable in a group where there are other students who share the same experiences at school and who speak another language at home. The parents like the comraderie and friendships that develop. They also like that their children work on a pace that is more appropriate for them. They are informed of their children's progress. They are also advised on how they can assist them through parent workshops. When they are given the survey, they are given an explanation of what the school has to offer. There is also a description of the differences between Freestanding ESL, Transitional Bilingual Education, and Dual Language. As students are assessed, parents are informed.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 1. Our ELL's are grouped based on their grade level and proficiency level. Instruction is delivered to ELL's by bringing them together from various classes for English. They are homogeneous groups. We teach for everyday application. We use the Rigby Balanced Literacy Program. We currently use the Spotlight on English Literacy program which is aligned with the Common Core Learning Standards. We also use the Spin! Grammar, Vocabulary, and Writing series. Newcomers are placed in a small group where individual attention is given, and they are also taught in a larger group of Beginner and Intermediate ELL's so that they have the opportunity to interact with their peers who are more advanced. They are in a pull-out program which targets their individual needs. This model services students K-8.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 2. Beginner and Intermediate students are serviced 360 minutes a week and Advanced students are seen 180 minutes a week. We analyze data to see the students' strengths and weaknesses. We teach strategies to help them strengthen their skills. Through scheduling, we ensure that each student's mandates are met. Our elementary school hours are 8:15 to 3:05; and our 6th, 7th, and 8th grade hours are 9:00 to 3:50. Therefore, there is flexibility in scheduling our program. Our Beginner and Intermediate students receive 360 ESL instructional minutes per week. Our Advanced students receive 180 ESL instructional minutes per week and 180 ELA instructional minutes per week. We have flexible grouping, and we combine contiguous grades. Our AIS teachers assist the ESL teacher with the elementary grades. One of our staff members will shortly be certified in ESL; therefore, she will be assisting as well. Our program is composed of a language arts instructional component. It immerses the students in genres and instruction on different skills and strategies that will help them succeed in the State Exams. Many of these practices are carried over into classrooms where teachers continue to help students develop these skills. There is also a second language acquisition component where the students work on improving their listening, speaking, reading, and writing skills.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 3. The language used when teaching the content areas is English; however, as stated earlier, if the classroom teacher speaks the same language as the newly-arrived ELL, then the native language is used to facilitate learning one-on-one. The instructional approach for teaching is hands-on. For example, visuals like maps and globes are used to show a map key, to teach the capitals, and the land formations of the different regions. In science, for example, we use visuals to show the difference between living and non-living. Students analyze parts of plants and label them. In other words, we strongly believe in a hands-on approach to learning for our ELL's. We immerse the students in a print-rich environment. Picture cards, photographs, and SMARTboards are used as visual teaching tools. We also use graphic organizers and model well-written pieces using chart paper. The ESL teacher collaborates with classroom teachers and piggybacks off their instruction so there is continuity from the classroom to the program thus supporting the ELL's in the content areas. The ESL teacher follows the curriculum maps that are aligned to each grade and the Targeted Skills of the Week from our literacy program. Students are supported in developing their listening, speaking, reading, and writing skills. Big books and leveled books are used. Children are assessed on an ongoing basis with running records. Based on the assessments, our students are grouped and provided with appropriate materials to enhance instruction. At P.S. 71, we use Ready-Gen, Code-X, and Go Math!
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. Students whose native language is Spanish are given the Spanish LAB along with the LAB-R when they are first admitted. This exam gives the ESL teacher and classroom teacher an idea of the skills the student has acquired in Spanish. In addition, other ELL's who speak other languages are interviewed by pedagogues who are fluent and literate in their languages. This interview gives us additional insight into the skills the student has acquired in his/her native language. When an ELL has been referred and is to be evaluated by our SBST team, a bilingual psychologist is used to test the student in his/her native language in addition to the English-speaking psychologist. At P.S. 71, we take every precaution to assure that ELL's are not referred solely on the basis of their limited English. The opinion of the bilingual psychologist, outcome from the evaluations, and the recommendations are adhered to with the consent of the parent/guardian.

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

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

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

7. Teachers of ELL-SWD's use concrete teaching tools such as visuals and hands-on activities in order to facilitate comprehension of newly-introduced concepts. Phonemic awareness and phonics are taught and reinforced through hands-on materials and computer programs. Textbooks and chapter books accompanied by audio cassettes are used in listening centers. We have arranged for our AIS providers to push-in to our ELL-SWD's classroom and assist the classroom teacher. The AIS teacher will have a guided lesson formulated by the classroom teacher. This lesson will be a reinforcement of a previous lesson given by the homeroom teacher. The ELL-SWD's will have a supported opportunity to practise skills using manipulatives and visual prompts to help them build on language skills. When our ELL-SWD's meet with the ESL teachers, they are grouped with their general ed. peers. This opportunity provides a chance for them to be in a least restrictive environment where they feel comfortable and are productive.

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

8. We have arranged for our AIS providers to push-in to our ELL-SWD's classroom and assist the classroom teacher. The AIS

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

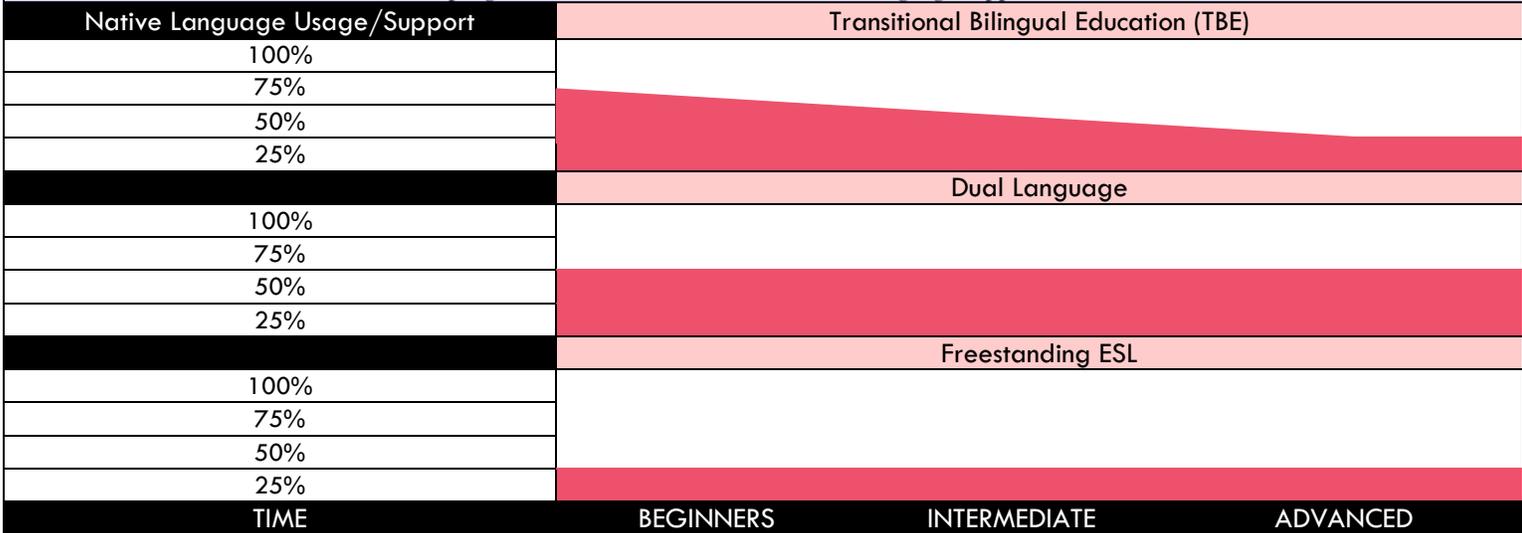
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

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

18. What language electives are offered to ELLs?

The language elective offered to ELL's is Spanish.

19. For schools with dual language programs:

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

19. Non-Applicable

C. Professional Development and Support for School Staff

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

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

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

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

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

D. Parental Involvement

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: 71

School DBN: 8

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 08x071 School Name: Rose E. Scala

Cluster: 6 Network: 607

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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