

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: THE THEODORE SCHOENFELD SCHOOL

DBN (i.e. 01M001): 09X110

Principal: DAISY PEREZ

Principal Email: DPerez@SCHOOLS.NYC.GOV

Superintendent: LETICIA RODRIGUEZ-ROSARIO

Network Leader: MARIA QUAIL

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Daisy Perez	*Principal or Designee	
Erinetta Long	*UFT Chapter Leader or Designee	
Natividad Soto	*PA/PTA President or Designated Co-President	
David Robinson	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	
Amina Trawill	Member/ parent	
Lisa Rose	Member/ Parent	
Delfina Osorio	Member/ parent	
Carmen Camacho	Member/ Parent	
Evelynn Murray	Member/ Teacher	
Annette Williams	Member/ Teacher	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, students in grades three thru five will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at Level 3 and 4 on the NYS ELA assessment.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Current performance trends indicate a positive trend in overall academic achievement for the past several years. The English Language Arts data demonstrates a slight increase in the number of students performing in level one and two with a decrease in the number of students performing in levels 3 and 4 due to the implementation of the Common Core Learning Standards and a standardized test aligned with these standards. The NYS ELA scores indicate that 12.5 % of our students are performing on or above grade level. There is evidence of a slight decrease from the previous academic school year. In addition, the Fountas and Pinell Reading Assessment results for grades K thru 5 demonstrated significant gains in the area of reading. The School Progress Report also indicates the same levels of performance. The increase in the number of students scoring level 1 is especially evident in the lowest third quadrant.

English Language Arts All Students (Grades 3-5)

	Level 1		Level 2		Level 3		Level 4		Level 3&4	
	#	%	#	%	#	%	#	%	#	%
2011	13	6.7	86	40.6	92	47.7	2	1.0	94	48.7
2012	15	8.3	82	45.3	83	45.9	1	.6	84	46.4
2013	66	38.7	68	39.3	34	19.7	4	2.3	38	22
2014	90	51	75	37	19	11	3	1.5	22	12.5

Instructional Strategies/Activities

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

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

1. Core Knowledge for grades K-2 and Expeditionary Learning for grades 3-5 have been implemented as our Literacy Programs for the school year. These programs are fully aligned with the Common Core Learning Standards. Two hours will be devoted every day for the area of literacy. The implementation of Webb's Depth of Knowledge and different levels of text complexity will be used to infuse high order critical thinking skills in curriculum and instruction.
2. The formation of guided reading/skills groups based on reading levels and ability promote accelerated reading development. Flexible grouping is based on student performance and data.
3. Individual conferences based on identified Common Core Learning Standards and grade level benchmarks will promote comprehension and reading development.
4. Weekly grade level collaborative planning and inquiry sessions will be devoted to plan units of study incorporating the Common Core Standards and standard-based

lessons, as we address student needs. All unit/lesson planning will be informed by Domain 1 (Planning and Preparation) of the Danielson's Teacher Effectiveness Framework.

5. The use of school-wide analysis of student work protocols will ensure consistency and coherence across grade levels throughout the school informing future planning and instruction.
6. The implementations of grade level pacing calendars provide consistency and coherence across grade levels and sub groups.
7. Response to Intervention will be implemented during the literacy program with the support of Response to Intervention Teachers. Response to Intervention Teachers will support targeted students reducing teacher-student ratio and Tier 1 and 2 grouping.
8. Implementation of a Response to Intervention Program (Tier 2 and 3 groups) will be implemented during the content area four times a week. Intense instructional support will be offered in small groups to targeted students not meeting grade level standards.
9. Guided writing and individual conference based on the stages of the writing process and the qualities of good writing will promote writing development.
10. Opportunities for intellectual student engagement and high levels of student thinking will promote college and career readiness.
11. Student self-reflection in the learning process will promote cognitive development and self-monitoring towards achieving expected academic goals.
12. Data gathered from teacher goal-setting meetings in September, classroom observations, and student achievement data will inform our school-wide professional development plan.

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

1. Classroom, Response to Intervention, and English as a Second Language Teacher
2. Literacy coach, classroom, Response to Intervention, and English as a Second Language Teachers
3. Literacy coach, classroom, Response to Intervention, and English as a Second Language Teachers
4. Literacy coach, lead , Response to Intervention and Classroom Teachers
5. Literacy coach, lead , Response to Intervention and Classroom Teachers
6. Classroom, Specialty, Response to Intervention, and English as a Second Language Teachers
7. Classroom, Response to Intervention, and English as a Second Language Teachers
8. Classroom teachers using content-based materials
9. Classroom, Response to Intervention, and English as a Second Language Teachers will use a school-wide binder system for individual conferences and differentiated instruction to record conferences.
10. Classroom, Response to Intervention, and English as a Second Language Teachers
11. Students will use rubrics and exemplary writing pieces to engage in self –reflection on their writing pieces.
12. Administrative Team, Coaches, and teachers will use data summary sheets, research-based data analysis skills, and the Danielson's Teacher Effectiveness Framework to design targeted professional development and support the professional needs of all teachers.

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

1. End of domain and modules assessments, and writing response assessment
2. End of unit tests and Fountas and Pinell Reading Running Records
3. Genre-based writing pieces
4. Writing on Demand Assessments
5. Writing assessments (baseline, Midline, and endline)
6. Danielson Teacher Effectiveness Framework used during formal and informal observation
7. End of domain and modules assessments, and writing response assessment
8. End of domain and modules assessments, and writing response assessment
9. Writing assessment rubrics, writing exemplary pieces and checklists.
10. End of domain and modules assessments, and writing response assessment

11. End of domain and modules assessments, and writing response assessment
12. Danielson Teacher Effectiveness Framework used during formal and informal observation

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

1. September 2014-June 2015
2. Reading Running Records (September thru June- every six weeks)
3. Weekly individual reading and writing conferences(September thru June)
4. Grade level weekly meetings (September thru June-end of the month)
5. Monthly Curriculum Meetings (September thru June)
6. Daily Literacy Period 120 minutes (October thru June)
7. Literacy periods (September thru June)
8. Social Studies and Science end of the unit tests (September thru June)
9. Monthly writing pieces (September thru June)
10. Classroom daily lessons (September thru June)
11. Writing lessons (September thru June)
12. Professional development sessions – Mondays (80 minutes September thru June); Full Professional development days (September, November, and June); differentiated professional development (September thru June), and individual professional development cycles-as per teacher evaluation (September thru June);Inter-class visitation-as per teacher evaluation (September thru June); Mentoring Program for new teachers (September thru June)

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

1. 120 minutes are scheduled for the implementation of the literacy programs. The Core Knowledge for grades K-2 and Expeditionary Learning for grades 3-5 are fully aligned with the Common Core Learning Standards with resources to support the assessment, curriculum and instruction.
2. Guided reading/skills groups are implemented on Mondays and Tuesdays for 60 minute periods. Leveled books from the classroom libraries are used for its implementation. Comprehension questions using the Hess' Cognitive Rigor Matrix are used to design questions that promote high order thinking.
3. Individual reading conferences are incorporated during the independent period of the 60 minutes allocated for reading instruction. Leveled books from the classroom libraries are used for its implementation.
4. Common planning time (45 minutes) has been allocated within the weekly schedule for grade level teachers to meet and plan curriculum, assessment, and instruction based on data.
5. Lead teachers will facilitate Teacher Meetings during common planning time (45 minutes) and on Tuesdays-Other Professional Work (35 minutes) to analyze student work using a school-wide protocol.
6. Monthly curriculum meetings are scheduled within our instructional day to analyze data, future unit planning, and to design grade level pacing calendars. Administrative staff, coaches, and grade leaders are involved in these meetings.
7. Daily support within the literacy 120 minute period is provided through three Reduced Class Size Teachers in grades 3, 4, and 5.
8. Classroom, Reduced Class Size, Specialty, Related Services Providers, and two ESL Teacher are scheduled to provide **Response to Intervention** to targeted population of students (Tiers 2 and 3), including English Language Learners, and Students with Special needs.
9. Guided Writing and individual conferences will be provided during the 60 minutes (Wednesdays, Thursdays, and Fridays) devoted to the teaching of writing. This intervention is provided during the independent period of the writing period.
10. Lessons to promote student intellectual engagement are designed during weekly planning sessions and are incorporated throughout the instructional day in all subject areas including in the area of literacy.
11. Student self-reflection activities are incorporated during the literacy program as students use rubrics and teacher feedback.
12. Goal setting meetings are scheduled twice a year (September and June) with every teacher to discuss teacher professional goals using the Danielson's Teacher Effectiveness Framework. Informal and formal observations are scheduled throughout the year following the Advance teacher selection option.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- The sharing of goals and curriculum with parents promotes parental involvement and literacy development.
- Parents will be invited to Parent Curriculum Night and open school events.
- Parents will be provided with written and verbal progress reports periodically to keep them informed of their child's progress.
- Parents will receive monthly calendars to keep them informed about school activities, workshops, and instructional events.
- Parents will have the opportunity to visit classrooms and observe literacy and writing lessons and debrief the lesson with a teacher.
- Parents will be trained on the ELA Common Core Standards
- Parents will be provided with grade level curriculum maps.
- Parent Workshop will be provided to parents in the development of reading skills.
- Parents will receive information on all on-line tools available to them through the Department of Education website.
- Parent coordinator will conduct workshops for parents on literacy services available in the school and in the community
- Parents will be actively involved in school decision making by participating in the School Leadership Team.

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	Title IIA	x	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

1. A Response to Intervention teacher funded through Title 1 funds support intervention programs.
2. NYSTL library funds will be used to purchase additional library books for our school library.
3. TL Fair Student Funding will be used to purchase Common Core Standards library books for all classroom libraries and books to supplement the Core Literacy Programs.
4. NYSTL software funds have been allocated to purchase computer software in order to support differentiated instruction.
5. TL Fair Student funding and Title I funds will be allocated to purchase additional hardware such as computers, document cameras, lap tops, and printers to enhance instruction through modeling and analyzing student work to inform instruction.
6. Title 1 and Fair Student Funding will be allocated for After-School and Saturday Programs to strengthen literacy skills for targeted students.
7. Title I funds will be used to purchase supplemental Instructional materials will be purchased to support our instructional program aligned with the Common Core Learning Standards
8. Title III Funds will be allocated to support an After-school for English Language Learners. The program will focus on English language development.
9. Title III funds will be used to purchase supplemental materials for ELL students.
10. Title I funds will be used to fund a literacy consultant to support professional development in the area of literacy.
11. A RESO A Grant will support additional SMARTBoards in Kindergarten classes and a cart of 32 laptops

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, students in grades three thru five will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at Level 3 and 4 on the NYS Math assessment.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Current performance trends indicate a negative trend in overall academic achievement for the past two years due to the implementation of the Common Core Learning Standards. The results of Grades 3, 4 and 5 Mathematics State Test indicate an increase in the number of students performing at level one, while the number of students performing at level 2 remained steady. An increase of about 0.5% of students performing at level 3 and 4 is demonstrated last year compared to the previous school year.

Math All Students (Grades 3-5)

	Level 1		Level 2		Level 3		Level 4		Level 3&4	
	#	%	#	%	#	%	#	%	#	%
2011	4	2.1	81	41.5	99	50.8	11	5.6	110	56.4
2012	8	4.3	81	43.8	79	42.7	17	9.2	96	51.9
2013	59	34	78	44.3	29	16.5	9	5	38	21.5
2014	63	34	78	44	30	16	11	6	41	22

Instructional Strategies/Activities

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

1. Strategies/activities that encompass the needs of identified subgroups

1. The Go Math Program is our core curriculum in the area of Mathematics. This program is fully aligned with the Common Core Learning Standards. The Go Math Program is designed to promote conceptual understanding of Mathematics.
2. The students apply the eight Mathematical Practices using manipulatives, models, pictures, symbols and other representation strategies.
3. The Math Program provides opportunities for enrichment and/or intervention activities including materials for Tiered activities. Flexible grouping is based on student performance and data.
4. Weekly grade level collaborative planning and inquiry sessions are devoted to plan data-driven lessons aligned with the Common Core Standards and addressing all student needs, including English language learners and students with disabilities.
5. Weekly grade level meetings are scheduled to analyze information with the purpose of adjusting math curriculum based on the grade level Common Core Learning Standards and learning outcomes.

6. A Response to Intervention model will be implemented during the Math program. Based on lesson mastery the students will be supported in Tiered activities in the form of Tier 1, Tier 2, and Tier 3. This allows teachers to provide intervention to students who need additional support, as well as enrichment activities for students performing above grade level standards.
7. A Response to Intervention Program-(Tier 2 and 3) will be implemented during the content area 4 times a week by the classroom teacher during alternative months.
8. The implementation of grade level pacing calendars provides consistency and coherence across grade levels and subgroups.
9. Students are encouraged to self-reflect on different strategies as they evaluate their work and/or peers' against a problem-solving rubric. The use of problem-solving strategies and rubric assessment allow students to understand standard- based responses and meta-cognitive thinking. Math exemplary pieces and problem-solving rubrics will provide students with models for solving Math problems.
10. Data gathered from teacher goal-setting meetings in September, classroom observations, student assessments, and professional development needs assessments will inform our school-wide and targeted professional development.
11. The Instructional Shifts will be incorporated as we design our Math lessons incorporating a strong focus on standards, ensuring coherence across grade levels, and promoting the rigor through the use of fluency, applications, and deep understanding.
12. Collaborative planning will focus on aligning lessons to the Common Core Learning Standards.

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

1. Classroom, Response to Intervention, technology, and English as Second Language teachers
2. A Math coach, classroom, Response to Intervention, technology, and English as Second Language teachers
3. A Math coach, classroom, Response to Intervention, technology, and English as Second Language teachers
4. Teacher teams analyze data for students they share in order to improve teacher practice.
5. Administrative staff, Generation Ready Math consultant, Math coach, and teachers collaborate in evaluating assessment, curriculum, and instruction resulting in student achievement and effective teaching practices.
6. Classroom, Response to Intervention, Technology, Related Services Providers, and an ESL Teacher are scheduled to provide Response to Intervention to targeted population of students (Tiers 2 and 3), including English language learners, and students with disabilities. Response to Intervention supplemental materials from the Go Math Program are used to support this intervention.
7. After-School and Saturday teachers
8. Administrative team, Generation Ready Consultant, the Math Coach and lead teachers will use assessments and the Common Core Standards to design grade level pacing calendars.
9. Classroom, Response to Intervention, technology, and English as Second Language teachers
10. Professional development team and the use of the Danielson Teacher Effectiveness Framework
11. Administrative team, Generation Ready Consultant, the Math Coach and lead teachers
12. Lead, classroom, Response to Intervention, and English as a Second Language Teachers

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

1. End of Math Chapter Assessments, Show What You Know, Mid-Chapter tests, and Performance Task assessments
2. Show What You Know, Mid-Chapter tests, Performance Task assessments, and student discourse
3. Baseline, Mid-line, End of Math Chapter Assessments
4. Performance Tasks, every day word problems and extended response math questions
5. End of chapter assessments
6. End of Math Chapter Assessments, Show What You Know, Mid-Chapter tests, and Performance Task assessments
7. End of Math Chapter Assessments, Show What You Know, Mid-Chapter tests, and Performance Task assessments
8. Grade level pacing calendars

9. Math performance tasks exemplary pieces and problem-solving rubrics
10. Danielson Teacher Effectiveness Framework-Domain 3 rubric, formal and informal observation
11. End of Math Chapter Assessments, Show What You Know, Mid-Chapter tests, and Performance Task assessments
12. Grade level unit plans

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

1. September 2014-June 2015
2. Daily Math Period (September thru June)
3. Daily Math Period (September thru June)
4. Show What You Know, Mid-Chapter tests, Performance Tasks, and End of the Chapter Test itemized analysis
5. Weekly Meeting (September thru June)
6. Daily Math Period (September thru June)
7. After-School and Saturday Programs (October thru April)
8. Monthly Curriculum Meetings (September thru June)
9. Daily Math Period (October thru June)
10. Professional Development (every Monday); Generation Ready Consultant support (every month), professional development days (September, November, and June); differentiated professional development (September thru June), and individual professional development cycles-as per teacher evaluation (September thru June); Inter-class visitation-as per teacher evaluation (September thru June)
11. Daily Math period (September thru June)
12. Weekly Meeting (September thru June)

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

1. Ninety minutes are scheduled for the implementation of the Go Math Program. The Go Math Program is fully aligned with the Common Core Learning Standards with resources to support the assessment, curriculum and multi-entry points of instruction.
2. Tiered activities for different groups are incorporated during the math period. Modeling, use of manipulatives, graphs, symbols, and student discourse promote student engagement in applying the eight mathematical practices.
3. Tiered activities for different groups are incorporated during the math period.
4. Common planning time (45 minutes) has been allocated within the weekly schedule for grade level teachers to meet and plan curriculum based on assessment results and grade level expectations.
5. Common planning time (45 minutes) and Tuesday –Other Professional Work period (35 minutes) will be used to analyze student work using a school-wide protocol. The Math Coach and lead teachers will facilitate the weekly planning sessions.
6. Classroom, Response to Intervention, Technology, Related Services Providers, and an ESL Teacher are scheduled to provide Response to Intervention to targeted population of students (Tiers 2 and 3), including English Language Learners, and Students with disabilities. Response to Intervention supplemental materials from the Go Math Program are used to support this intervention.
7. After-school and Saturday Programs
8. Administrative staff, Math coach and teacher teams meet monthly
9. Daily support within the math 90 minute period is provided by the Math Coach in grades 3 and 5. Bi-weekly Math consultant support
10. Classroom, Response to Intervention, Technology, Related Services Providers, and an ESL Teacher are scheduled to provide Response to Intervention to targeted population of students (Tiers 2 and 3), including English Language Learners, and Students with disabilities. Response to Intervention supplemental materials from the Go Math Program are used to support this intervention.
11. Monthly curriculum meetings are scheduled within our instructional day to design grade level pacing calendars. Administrative Staff, coaches, and grade leaders are involved in this activity.
12. Monthly curriculum meetings are scheduled within our instructional day to design grade level pacing calendars. Administrative Staff, coaches, and grade

leaders are involved in this activity.

13. Performance tasks and math word problems promote student intellectual engagement and mathematical reasoning. The sharing of problem solving strategies using math rubrics provide the students with opportunities to reflect on their learning and deepen their conceptual understanding.
14. Professional development and professional articles will support teachers in successfully teaching the Math Common Core Standards and in promoting the conceptual understanding of Mathematics.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parents will be invited to Parent Curriculum Night and open school events
- Parents will be provided with written and verbal progress reports periodically to keep them informed of their children's progress
- The sharing of goals and curriculum with parents promote parental involvement.
- Parents will receive monthly calendars to keep them informed about school activities, workshops, and instructional events
- Parents will have the opportunity to visit classrooms and observe math lessons aligned with Common Core Standards in order to support parents in understanding the teaching of Mathematics.
- Parents will be trained on the Math Common Core Learning Standards.
- Parents will be provided with grade level curriculum maps.
- Parents will be engaged in parent workshop that will support the conceptual understanding of Mathematics through the use of manipulatives and problem-solving activities.
- Grade level parent newsletters will inform parents of the Common Core Learning Standards addressed in each unit studied.
- Parents will be invited to math celebrations throughout the year.
- Parents will participate in Math Family Game Nights in order to support Math skills through games.
- Parents will be provided written and verbal progress reports periodically to keep them informed of their child's progress
- Parents will receive monthly calendars to keep them informed about school activities, workshops, and instructional events

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	Title IIA	x	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- A Response to Intervention teacher, a funded through Title 1 funds support small group instruction.
- NYSTL software funds have been allocated to purchase computer software in order to support differentiated instruction.
- TL Fair Student funds have been allocated to purchase additional hardware such as computers, document cameras, and printers to enhance instruction through modeling and analyzing student work to inform instruction.
- Title 1 and Fair Student Funding will be allocated for After-School and Saturday Programs to strengthen math skills for targeted students. Students who are not meeting the standards are invited to our Tutorial After-school Program.
- Supplemental Instructional materials will be purchased to support our instructional program aligned with the Common Core Learning Standards
- Title III Funds will be allocated to support ELL students in an After School Program that promotes the development of mathematics.
- Title 1 funds will be used to fund a Math Consultant.

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, 85 % of the teachers will demonstrate a clear understanding of competencies and the rubric of the Danielson's Framework for Teaching as described in the Advance New Teacher Evaluation and Development System which will enable the teachers to provide students with higher –order thinking questioning and learning activities.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Professional development needs assessment completed in September 2014 indicated the instructional needs of the teachers
Student performance assessment data indicate the need for improvement in the area of literacy and Mathematics
City –wide instructional expectations
Data from School Progress Report
Recommendations from the School Quality Review

Instructional Strategies/Activities

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

13. Strategies/activities that encompass the needs of identified subgroups

1. Goal-setting conferences to discuss teacher evaluation system based on the Danielson's Teacher Effectiveness rubric, goals, and student data twice a year.
2. A professional development team is formed.
3. Teachers complete a professional development needs assessment.
4. Professional development team analyzes the data of the needs assessment and designs a professional development plan, including differentiated instruction.
5. The use of the Danielson Teacher Effectiveness rubric for formative observations and actionable feedback is used to support teacher growth
6. Professional development includes all domains of the Teacher Effectiveness Framework, Common Core Learning Standards, Curriculum, Assessment, and Instruction, Content Instruction, Technology, and all City-wide Expectations.
7. Teachers participate in professional development webinars in ARIS Learn and the Common Core Library resources.
8. Teacher team meetings are held to analyze student data, plan lessons, and strengthen teacher practices. Teachers adjust grade level standards and student current performance to meet the needs of all sub-groups.
9. Teachers engage in case-study analysis and feedback to support the understanding of Domain 1 Planning and Preparation and Domain 4 Teacher Responsibilities
10. An observation schedule is designed to supervise and support teacher development with an attention on the instructional focus.
11. School leaders, coaches, and lead teachers participate in city-wide and in school training sessions.
12. English as a Second Language teachers participate in city-wide and network training sessions.

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

1. Principal, Assistant Principals, and coaches
2. Administrative staff, UFT Chapter Leader, and coaches
3. All teachers
4. Administrative staff and teachers
5. Administrative staff, coaches, and teachers
6. Literacy and Math Consultants, principal, assistant principals, coaches, lead teachers, ESL teachers, and IEP teacher.

7. Classroom, Specialty, Response to Intervention, and related services teachers
8. Coaches, lead teachers, classroom teachers, Response to Intervention teachers, related service teachers
9. Classroom, Specialty, Response to Intervention, and related services teachers
10. Administrative staff and teachers
11. School leaders, coaches, and lead teachers
12. ESL teachers

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

1. The administrative staff and faculty analyzed summative and formative data in order to determine student strengths and patterns and the evaluation of teacher needs.
2. Professional development team meets on a regular basis to evaluate the professional development plan.
3. Professional development team analyzes teacher surveys and evaluates progress throughout the year.
4. The administrative staff conduct regular formal and informal observations and monitor progress of actionable feedback
5. Analysis of students' performance data is used to inform planning and monitor achievement gap between student performance and Common Core Learning Standards. Professional development plan is adjusted based on needs and student achievement.
6. Formal and informal observations report will evaluate the impact of the professional development and the needs for adjustments.
7. Formal and informal observation reports will evaluate the impact of the professional development and the needs for adjustments.
8. Analysis of student achievement data and classroom observations
9. By the end of the year teachers will submit effective lesson plans as per Domain 1 of the Teacher Effectiveness Rubric. Teachers will implement school-wide systems with a positive impact on student achievement in order to receive an effective rating on Domain 4 of the Teacher Effectiveness Rubric.
10. Analysis of observation schedule and progress towards achieving teacher effectiveness will be evaluated on a monthly basis.
11. Consistency and coherence and school leaders' ratings on Teacher Effectiveness Framework
12. English language learners student data, ESL classroom observations using the Teacher Effectiveness Framework

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

1. September 2014 and June 2015
2. September 2014
3. September 2014 and June 2015
4. September/October 2014
5. October 2014 –June 2015 (on-going throughout the year)
6. Professional Development Sessions – Mondays (80 minutes) (September 2014 thru June 2015)
7. September 2014 –June 2015 (on-going throughout the year)
8. Weekly meetings (September 2014-June 2015)
9. Professional Development Days (September 2014, November 2014 and June 2015)
10. Schedule of formal and informal observations (October 2014 –June 2015); Assistant Principal's Weekly schedule

11. September 2014 –June 2015 (on-going throughout the year)

12. September 2014 –June 2015 (on-going throughout the year)

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

1. September thru October Goal-Setting Meetings Schedules
2. Professional development plan
3. Professional development needs assessment tool is designed and completed by all teachers
4. Professional development team analyzes the data and develops a professional development plan
5. Administrative staff observation schedule
6. Professional Development Days, Mondays professional development period, one period of weekly planning sessions, Lunch and Learn sessions, professional development cycles
7. Professional Development Days, Mondays professional development period, one period of weekly planning sessions, Lunch and Learn sessions, professional development cycles
8. Scheduled weekly common planning periods and Tuesdays (other related professional activities period)
9. Scheduled model lessons, training videos and evaluations
10. Monthly observation schedule
11. City-wide professional development days, cabinet meetings and scheduled Talent Coaches' visits
12. Schedule of network ESL training sessions

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parents will be informed that a new teacher evaluation system is in place with the purpose of enhancing teacher pedagogy and professional responsibility.

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

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

13. Strategies/activities that encompass the needs of identified subgroups

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**
- 1.
- **Key personnel and other resources used to implement each strategy/activity**
- 6.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- **Timeline for implementation and completion including start and end dates**
- 13.
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>ELA Tutorial Program (Grades K-5)</p> <p>After- School Program Grades 3-5 (75 students)</p> <p>ELA/ESL After –School Program (ELLs and At Risk students-20 students)</p> <p>Saturday Academy</p>	<ul style="list-style-type: none"> • Teacher modeling • Shared Reading • Guided Reading • Individual tutoring <p>Students in grades K-5 receive supplemental reading instruction in small groups from all instructional personnel. Attention is given to individual needs based on data. Children are identified for grouping through standardized test results, informal assessments, reading running records, Reading unit assessments</p>	<p>During the school day</p> <p>After-School Program (Wednesdays-Thursdays 2:30-4:30 pm)</p> <p>Every Saturday</p>
Mathematics	<p>At Risk Students (Grades K-5)</p> <p>At Risk Students (Grades 3-5) (30 students)</p> <p>After-School Program</p> <p>Saturday Program</p>	<p>Extra support is given using manipulatives, tiered activities, mathematics games, hands on activities, and problem solving strategies</p>	<p>During the school day</p> <p>After-School Program (Wednesdays-Thursdays 2:30-4:30 pm)</p> <p>Every Saturday</p>
Science	<p>Grades K-5</p>	<p>Students receive additional hands on instruction focusing on the scientific method and exploration using science stations designed towards meeting the state requirements for proficiency in science.</p>	<p>During school day</p>
Social Studies	<p>Grades K-5</p>	<p>Social Studies instruction is integrated</p>	<p>During school day</p>

		with literacy instruction using a variety of non-fiction texts.	
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>Counseling Service</p>	<p>All students are eligible for counseling services based upon needs, both long term and crisis intervention. Teachers, parents, Pupil Personnel Committee, and supervisors make recommendations for counseling services and outside agency referrals.</p> <p>All attempts to facilitate the success of all students are made. Early intervention is crucial to further student achievement both academically and socially. At grade meetings, students requiring intervention are discussed and suggestions are made for remediation. If students require additional services, a teacher completes the appropriate documentation for the Pupil Personnel Committee. Then additional interventions and services are planned as needed.</p> <p>Day Program</p>	<p>During School</p>

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

- All pedagogues will be certified
 - All new teachers hired will be certified
 - Attendance at hiring fairs to obtain highly qualified teachers from other schools
- All new teachers will receive mentoring services
- Individual teachers' strengths and weaknesses will be identified (Initial Teacher Conferences, formal, and informal observations) using the Danielson's Teacher Effectiveness Rubric.
 - Teachers in need of support will receive professional development on an individualized or cohort basis
 - Teachers demonstrating strong pedagogy will be
 - Asked to become a Lab site for the grade
 - Encouraged to participate in collegial sharing opportunities
 - The literacy and mathematics coaches will provide a well-structured, intensified professional development program to ensure proper implementation of the Instructional Shifts with the purpose of fully aligning instruction with the Core Curriculum Learning Standards.

Supervisors will use the Danielson's Framework for Teaching as the foundation for professional conversations with teachers as they seek to enhance their skills in the complex task of teaching. They will support teachers and teacher teams in planning lessons and units, as well as looking at student work for evidence of learning and/or needs.

Administrative staff will continually provide support to teachers through frequent classroom visits, actionable feedback, coaching, and professional development aligned to the Teacher Effectiveness Framework Rubric, the Common Core Learning Standards, and other content standards.

- All pedagogues, both new and experienced, will receive professional development as needed on an on-going basis.
- Mentors will continue to support new teachers to provide support in all components of the Danielson Teacher Framework
- Newly hired teachers will receive attention from the Instructional Support/Behavior Management Coordinator on an individualized and small group (based on needs) basis.
- All newly assigned teachers will be paired with an experienced colleague on his or her grade.
- Coaches will provide intensive training in the implementation of the core curricula programs with an emphasis on effective pedagogy.
- Coaches will create Lab sites for teachers to view model lessons in literacy, mathematics, and content areas.

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).

- Implementation of the Danielson Teacher Effectiveness Framework will allow administrative staff and teachers to evaluate effectiveness in pedagogy and provide support as needed.
- A comprehensive mentoring program will support all new teachers in ensuring that they are meeting professional teaching standards. Mentoring logs will document new teachers' progress in the professional teaching standards continuum.
- On-going informal and formal observations throughout the course of the year will provide us with information to assess pedagogues' strengths and weaknesses in order to build capacity and plan school-wide and differentiated professional development, as well as individual coaching cycles.
- A Math Consultant from Generation Ready will support all teachers in enhancing pedagogy in order to build students' conceptual understanding of Mathematics.
- Model lessons in effective teaching practices will be offered throughout the year in order to build capacity and promote collaborative learning.
- Data from Inquiry Team research will be used to strengthen teaching and learning practices
- The sharing of research-based best teaching practices will be promoted during Mondays' professional development.
- Lunch and Learn sessions will be offered to all teachers in effective practices of teaching and learning as per informal and formal observations.
- Scheduling grade level common planning time will allow teachers to meet by grade levels to analyze grade level data, and align curriculum and instruction to this data and to the Common Core Learning Standards.
- Individual coaching cycles will be informed by the Danielson Teacher Effectiveness Framework offered to all new and experienced teachers in need of additional support.
- Administrative staff will coordinate training sessions and will provide continuous actionable feedback to all teachers to promote professional growth.
- Training sessions during Monday's professional development sessions will provide teachers with the opportunity to evaluate school goals, understand the School's Progress Report and the School's Quality Review.
- Professional development in the area of text complexity and in teaching reading comprehension will be provided throughout the year.
- Inter-class visitations will be scheduled to support teacher effectiveness.
- The New Teacher Learning Center will provide administrative staff and coaches professional learning opportunities in the use of Danielson's Framework for Teaching and in the observation cycle.
- Network and city-wide training sessions will promote the professional development of our administrative staff.
- Our Specialty program schedule will promote literacy through the arts, technology, and good health habits.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Tax Levy, Title I, Title III and NYS-STBP Grant funds will be used to support the achievement of all three school-wide goals.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Grade level and Inter- grade Curriculum meetings on a monthly basis

Vertical Inter-class visitations

Parent Teacher Conferences (twice a year and every Tuesday for 40 minutes)

Workshops for parents will be provided on the Common Core Learning Standards for Kindergarten

Workshops on activities to do at home to get their children ready for Kindergarten

Workshops for English language learners and parental choice

All parent letters and flyers will be provided in English and Spanish. Other translations services will be provided as needed using the DOE website and volunteer parents.

Parents will be invited to Math Family Night (February 2015) where math games and activities are offered for each grade level. Parent letters and flyers will be sent to inform them about citywide workshops and other learning opportunities for parents. Pre-Kinder social worker will offer parent workshops on topics such as social skills and educational activities.

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.

All teachers participate in grade level weekly meetings where they discuss curriculum, create lesson plans, and analyze data. Based on the findings, they discuss with the grade teacher leaders, coaches, and administration staff ways of adjusting curriculum as per the students' needs. Teachers have the opportunity to participate in decision making also through Curriculum Meetings (monthly), Looking at student work collaborative sessions, instructional materials, end of the teacher reflections. Teacher also participate in School Leadership Teams offering suggestion and feedback to the team.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and the 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 and State standards and assessments;
- sharing information about school and parent related programs, meetings and other activities, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- providing training to parents in the use of tools and resources available to the parents in the NYC Department of Education website

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences four times a year 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

2. .

DBN: 09X110

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	\$403,460.64	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$86,355.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,679,310.00	X	See action plan

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.



Department of English Language Learners and Student Support

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 Phone: 212-374-6072

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

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

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

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

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

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

Part A: School Information	
Name of School: The Theodore Schoenfeld School	DBN: 09X110
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 58
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

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: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: The ESL program at PS 110 serves students in Kindergarten through fifth grade. Additional direct instructional services for English language learners will be given using Title III Funds. An after – school tutorial program will take place on Wednesdays and Thursdays from November 2014 to June 2015 for a total of 60 sessions to serve ELL students in grades K-5. Each session is two hours. Students at Advance and High Intermediate language proficiency will be taught content area using English as a second language scaffolding strategies (30 sessions). Low intermediate and beginners will be focusing in language development including speaking, listening, reading, and writing (30 sessions). Different assessment data were analyzed to determine areas of focus. These students exhibit inadequate growth on both academic and language matters. Their English language proficiency ranges between Low Beginning and Advance, while their reading level is often far below their grade level. Two certified ESL teachers will provide instruction for these students. Instruction will be given in English while there is support in their native language if necessary to add comprehension. Specific attention will be drawn on expanding their vocabulary, language development, writing, and math. Students will read, talk, and write about the different content areas with the purpose of enhancing their academic language needed for success. The use of scaffolding techniques, visuals, and real life objects will support our ELL students throughout this program mostly in the content areas of English Language Arts, Science, and Social Studies. Authentic experiences will promote the connection to the real world as they increase their English language proficiency. In addition, they will work on projects that are aligned with the Expeditionary Learning curriculum which is being used schoolwide.

To support English language acquisition, we will use among others the ELL component of Reading Street and Expeditionary Learning. Using a thematic approach to teaching English, we will provide students with language and meaningful experience that focuses on vocabulary development. Targeted Reading and Targeted Mathematics will be used for ELLs who are at a lower proficiency level. Additional materials will be used to differentiate small group instruction based on students' needs. Furthermore, a document camera with a LCD projector and an interactive smartboard will be used to allow students to interact with text projected on a large screen.

The After School Program will be conducted two times a week (Wednesdays and Thursdays) for two hours. Formal and informal assessments will be constantly used to reassess students' growth with the purpose of determining further instructional goals and curriculum adjustment.

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: On-going Professional Development is an important part of teachers' efforts to better serve our ELL students at PS 110. Aligning teaching with the NYS ESL Learning Standards, and referring to performance indicators to ensure students have learned what is expected from them is an ongoing process in our school. The ESL teachers articulate with the classroom teachers who have English language learners in their classes to discuss topics to be taught as well as best practices in ESL methodology. Separate sessions are scheduled on Scaffolding Language and Learning, Differentiated Instruction for students at different English proficiency levels, and Quality Teaching for English Language Learners' strategies.

The following workshops will be provided for the mainstream teachers who have ELLs in their classes, each workshop for 1 hour:

- Quality Teaching for English Language Learners (QTEL) - November 3, 2014
- Supporting ELLs Literacy Instruction - The SIOP Model - December 8th, 2014
- ELL Considerations for Common Core - Aligned Tasks in English Language Arts - January 12, 2015
- ELL Consideration for Common Core - Aligned Tasks in Mathematics - February 9, 2015
- Assessing ELL Students - Tuesday, April 13, 2015

Our two certified ESL teachers will be conducting the professional development sessions. ESL teachers will participate in network and citywide trainings for teachers of English language learners.

Professional development opportunities are given to the ESL teachers as well. In addition to ESL meetings at Network level, they will attend the following:

New ESL Teacher Training - Cohort II	December 16, 2014
Writing Language Objectives for ELLs in the Mathematics Classroom	February 6, 2015

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

Part D: Parental Engagement Activities

Begin description here: At PS 110, parents are partners of the school and their involvement is needed and valued. They are a vital part of our school's Leadership Team. Parents of ELLs are oriented to the programs we offer as well as programs offered by the NYCDOE. They are informed of the related policies as well as assessments, state standards, and school expectations and policies. We communicate regularly with parents through our monthly school calendar and PA meetings. The concerns of all parents are openly discussed during monthly School Leadership Team meetings as well. Workshops are also conducted for the parents to address their concerns and needs. Bilingual staff is in attendance to provide translation. Parental notification of non English speaking parents is done through school personnel as mentioned above. The Principal's communications regarding rules, regulations as well as school information is done via translated memorandum. Our Parent Coordinator and the family workers who are on the school premises are available during the day for the Spanish speaking families. We also access the translation unit's services for oral translation over the phone for languages other than Spanish. In this manner we are able to communicate to our non-English parents and students. Parents receive phone calls and letters from teachers that inform about the after school program and the student's progress. We provide an over-the-phone interpreter when calling parents. The parent can arrange a meeting at any time to talk with the ESL teacher about progress and goals for the student. We make sure that the activities are based on parental interest gathered from surveys and questionnaires in both English and Spanish. This year in order to enhance student literacy development we will provide a series of literacy workshops that actively engage parents in working directly with their children on literacy activities, e.g., teaching parents reading and writing strategies so that they could support homework assignment/projects at home.

Parental activities are scheduled as follows:

How to Use a Picture Dictionary	December 3, 2014
Acieve 3000	January 14, 2015
Using Manipulatives to Build Math Fluency	February 3, 2015
Building Literacy Among Parents of ELLs	February 11, 2015 - March 21, 2015 (7 sessions)

Parent workshops will be provided by our two certified ESL teachers.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries	_____	_____

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(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 09	Borough Bronx	School Number 110
School Name Theodore Schoenfeld		

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 Daisy Perez	Assistant Principal Drita Gjongecaj
Coach Jamie Caldero	Coach Barbara Kotoski
ESL Teacher Jessica Fernandez	Guidance Counselor Casilla Jones
Teacher/Subject Area Marian Smith /AIS	Parent
Teacher/Subject Area	Parent Coordinator Miriam Cheverez
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	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)	440	Total number of ELLs	57	ELLs as share of total student population (%)	12.95%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	1	1	1	1	1	1								6
Push-In														0
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	57	Newcomers (ELLs receiving service 0-3 years)	49	ELL Students with Disabilities	12
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	49	0	8	6	0	2	2	0	2	57

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	49	0	8	6	0	2	2	0	2	57
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	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	12	7	5	8	8								46
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	3	2	2		1	3								11
TOTAL	9	14	9	5	9	11	0	57						

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	5	2	0	6	6								22
Intermediate(I)	7	2	3	3	2	3								20
Advanced (A)	1	6	3	2	1	2								15
Total	11	13	8	5	9	11	0	0	0	0	0	0	0	57

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	3	1	2	0	6
4	3	1	0	0	4
5	4	1	0	0	5
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	6	0	0	0	6
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Assessing our students in both literacy on a regular basis drives our instruction, assists us in planning for differentiated instruction, and determines our student's language needs both in English and their native language (Spanish LAB). Currently, we have been using the Fountas and Pinnell leveling system and the Developmental Reading Assessment (K-5) to assess our students reading levels in English.

The Reading Street Program which is used for instruction, includes an ELL component as well as frequent assessments in fluency, vocabulary, decoding, etc. as well as comprehension skills. Based on formative and summative data gathered from all the assessments, we adjust curriculum to meet the English language learners needs. Planning includes activities that enhance expressive language in addition to receptive language. T

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Based on the data from the LAB-R and New York State English as a Second Language Achievement Test (NYSESLAT) our English language learners should focus on developing writing skills. Writing was the weakest across all of the grades. Reading scores are higher for grades K-2 than 3-5. Beginners should be given more opportunity their knowledge in both speaking and writing while intermediate and advanced students should focus on building reading comprehension.
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](#))
Not available.
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?
 - a. Data patterns are identified using the RNMR in ATS. Last year 7 out of 44 students scored proficient on the NYSESLAT. Third grade had three out of nine students score proficient. More than 50% of the students moved up one proficiency level. Writing produced lower scores than any other area on the NYSESLAT.
 - b. PS 110 has chosen not to use ELL Periodic Assessments but we are using Fountas & Pinnell, and benchmark assessments to analyze progress in reading fluency, comprehension, and vocabulary. School leaders look at the data across the grades and help support teachers in instruction. Teachers use the results of these assessments to inform instruction using differentiation and small groups.
 - c. At this time we are not using ELL Periodic Assessments but the native language is used to prepare instruction that caters to students' individual needs. Being aware of students' native language backgrounds and using it to guide instruction helps students make better progress.
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](#).)
Data is used to analyze language progress and content areas where students are struggling and to see if it is a pattern across the grade or if it is only a few students in the class who are struggling with the content.
6. How do you make sure that a child's second language development is considered in instructional decisions?
The content area and classroom teachers meet in a monthly basis to discuss strategies that work with ELLs, analyze data, and create lesson plans. Workshops are provided throughout the year to support all teachers who work with ELLs in refining their teaching pedagogy while addressing their students' needs.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?Not applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our ELL program is evaluated by the number of students who advance from beginner, intermediate, advanced, and proficient as evidenced by the NYSESLAT. Our teachers work together during professional periods and during grade level meetings to plan and revise units of study to meet the needs of our diverse population of ELL students.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
All parents or guardians of newly enrolled students complete a Home Language Identification Survey (HLIS) which is administered by Ms. Fernandez an ESL certified teacher. An informal oral interview is conducted in English, Spanish, or native language when necessary. If the HLIS indicates that a child uses a language other than English, he or she is administered the Language Assessment Battery-Revised (LAB-R). Spanish speakers who do not pass the LAB-R in English will be administered the Spanish LAB. This assessment is given only one time upon entry into the New York State Public School System, and within 10 days of admission. Ms. Fernandez conducts the initial screening, reviews the HLIS and determines children's LAB-R eligibility. She administers LAB-R and the Spanish LAB if any student is eligible for such a test. Performance on this test determines the child's entitlement to English language development support services.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
The ESL teacher, Ms. Fernandez, holds a parent orientation for parents of students new to the system during the first month of school. Parents are adequately informed about the ELL Programs offered and/or available in our district and citywide. At this time Ms. Fernandez shows parents the Parent Orientation Video in their native language which explains the various program choices. Parents who do not attend the orientation meeting receive phone calls and are invited to the school to view the video by appointment. The same process is conducted again during spring registration. To further ensure that all parents are informed of the programs for ELLs in NYC Public Schools and in our school, individual orientation sessions are held for students who arrive in between fall and spring registration. All written communication sent home to parents is translated with the help of a translation team and language interpretation is provided for all oral communication with parents. The Parent Coordinator, Ms. Chevere, and the ESL teacher make sure to inform parents who have previously chosen a TBE/DL program when such programs become available.
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 [\[see tool kit\]](#).)
Parents are provided with a Parent Survey and Program Selection Form when they come to the orientation. With the assistance of the ESL teacher, and the Parent Coordinator, these documents are completed after parents have watched the video and understand their choices. Parents are sent notification letters as per their child's entitlement/non-entitlement to continuation of services based on the LAB-R or NYSESLAT scores. Returned forms are filed in the school's English Language Learner Binder, which is stored in the ESL room 123. Copies of Parent Surveys, Parent Selection Forms, and parent letters are also stored in the student's cumulative file located in their classroom.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Based on our population needs as well as parental choice, we offer Freestanding ESL to our English language learners.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The New York State English as a Second Language Achievement Test (NYSESLAT) is administered to measure the progress of all identified English language learners. Using ATS reports, the ESL teacher makes sure all students eligible to take the NYSESLAT are administered the four components (Speaking, Listening, Reading, and Writing).
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**
Currently, we offer Freestanding ESL to our English language learners based on parental choice and our student population needs. More than 70% of parents choose Freestanding English as a Second Language over the past few years and there are not enough parents from the same native language background who choose Transitional Bilingual Education to form a bilingual program. Parents are given information sessions by the ESL teacher and the school bilingual Parent Coordinator about their options before and after watching the DVD. They are also given the opportunity to ask questions about the program options. Students, whose parents request a bilingual or dual language program will be directed to the website ELLProgramTransfers@schools.nyc.gov. We will maintain a record of those students whose parents requested bilingual programs. If there are 15 or more students with the same home language and in the same or two contiguous grades, the school will open a bilingual program. The school administration will select and hire highly qualified personnel needed according to NCLB requirements for staff working with English language learners.

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])?

Students identified as English language learners are placed in monolingual English speaking classes. These students receive the required periods of English as a Second Language from a certified ESL teacher. We utilize a Freestanding ESL program, pull-out model. Students are placed as per their grade and age appropriate level. Their English proficiency varies between beginners to advanced, therefore differentiated small group instruction is provided in order to better accommodate their language and academic needs.

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)?

All ELLs receive the required minutes per day of ESL instruction as mandated by the state. Beginner and Intermediate students have two units of ESL (360 minutes per week) and one unit (180 minutes) ELA. Students at the advanced level of English proficiency receive one unit (180 minutes) of ESL and one unit (180 minutes) of ELA instruction.

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

All teachers strive to help ELLs achieve in learning the English language and the academic material specified in our content area learning standards. Every teacher who teaches subject matter to ESL students is not only a teacher of the content area but a teacher of English as well. Content areas such as social studies and science are integrated throughout the school day, especially in literacy. The Reading Street program includes science and social studies content and provides intercurricular instruction. The ESL teacher provides support for ELLs by scaffolding the lesson in pull-out classes. The teacher supports students through modeling, questioning, paraphrasing, feedback, and the use of visual aids, graphic organizers, and hands-on activities. Whenever possible, students have authentic experiences that link learning to real world application. The scaffold is then gradually removed as the

students independently use the strategies they have learned and demonstrate increased comprehension. Lessons are differentiated by providing multiple opportunities to acquire content subject matter, process ideas, and accommodate students' individual needs. Teachers make sure to explicitly link concepts to students' background experience and emphasize key vocabulary. Science and Social Studies books in Spanish are available for newcomers in order to support content area mastering while language acquisition is scaffolded for them to gradually transfer the background to the new target language. Native language support is given also by teachers with a bilingual background who are assigned to work with such students during Extended day.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Spanish LAB is administered to identified English language learners whose home language is Spanish. Students are screened as per CR 154, Part 117 for giftedness or learning disability as well as per their language deficiencies.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Analyzing benchmark assessments, Fountas & Pinnell, Reading Street, and NYSESLAT scores allow teachers to evaluate and monitor ELLs progress in the four modalities: listening, speaking, reading, and writing. Informal assessments are also used to evaluate progress and are used to make adjustments to the curriculum and grouping based on their needs.
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).

a. At PS 110, we work with SIFE students, if any, making sure that we build a supportive environment that responds to the immediate social, cultural, and linguistic needs of such students. We work on activating students' prior knowledge to stimulate student motivation, and determine where to start instruction as well as lay out the next steps. Some other strategies include: word associations, KWL charts, and anticipation guides. A print rich environment, appropriate lower-grade texts or texts that are written for a lower reading level, high interest, low ability books, and bilingual glossaries are provided to support such students' learning. Additional small group instruction strategies used include: Total Physical Response, modeling, bridging, contextualization, and text representation.

b. Instruction for students who have been in the program less than three years is presented using several modalities in order to address different proficiency level and different learning styles as well. Newcomers are paired with a highly proficient ESL student as learning buddy. The ELL student buddy helps the newcomer adjust to the cultural aspects of the school and expectations within each class. He acts as a mentor and tutor to the newcomer.

Vocabulary development, visuals, repetition, and other scaffolding strategies are used to differentiate instruction and to move students from Basic Interpersonal Communication Skills (BICS) to Cognitive Academic Language Proficiency (CALP).

c./d. Students who have received ESL services for 4 to 6 years or have completed six years are eligible to receive Academic Intervention Services. This is provided for long-term ELLs, ELLs with special needs, and ELLs who need transitional support in academic areas. Students who exhibit inadequate growth on reading assessments receive additional minutes per day in literacy instruction using a reading intervention program focused on helping them achieve grade-level proficiency in each essential reading component like phonemic awareness, comprehension, etc. They are placed in flexible groups that change according to need and progress. Students are also provided with additional instructional time during extended day and after school. Problem solving is another way we use to support them as we implement Response to Intervention (RTI) model. Pair and group work is planned for long term ELLs to ease their frustration and to further support their understanding. Sharing in small groups develops their listening and speaking skills as they gain confidence and prepare to share in a larger group. Pre-writing activities and thinking aloud while modeling for students is crucial to understanding and preparing ELLs for different tasks as we gradually increase the level of difficulty and higher order thinking skills.

e. Former ELLs are supported using differentiated instruction, and small groups. Using multiple sources for information gives former ELLs a chance to access information using different modalities. They continue to build their academic language through emphasis on learning vocabulary in context. They are also entitled to use dictionaries for word-for-word translations on state exams for the first two years after they score proficient.

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?

Students identified as having special needs are served as per their Individual Education Plan (IEP). Strategies used for instruction are selected considering different learning styles. Progress is also informally monitored over time and adjustments are made as per their new academic development stage. For the lower grades the Awards program is used. On Our Way to English, Targeted Reading, and Targeted Mathematics are also some of the materials used to teach ELLs with learning disabilities. A document camera, and Smartboard are also used to increase comprehension input for this student population.

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?

Considering individual needs, our English language learners who also have learning disabilities are supported in Self-Contained

classes. They are given instruction based on grade level curriculum using different strategies for small group instruction as well as conferencing. Higher order thinking activities and questioning support instruction and students' performance. Our expectation and belief is that these students can achieve as high as students in mainstreamed classes when teachers' pedagogy and effectiveness are in place.

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

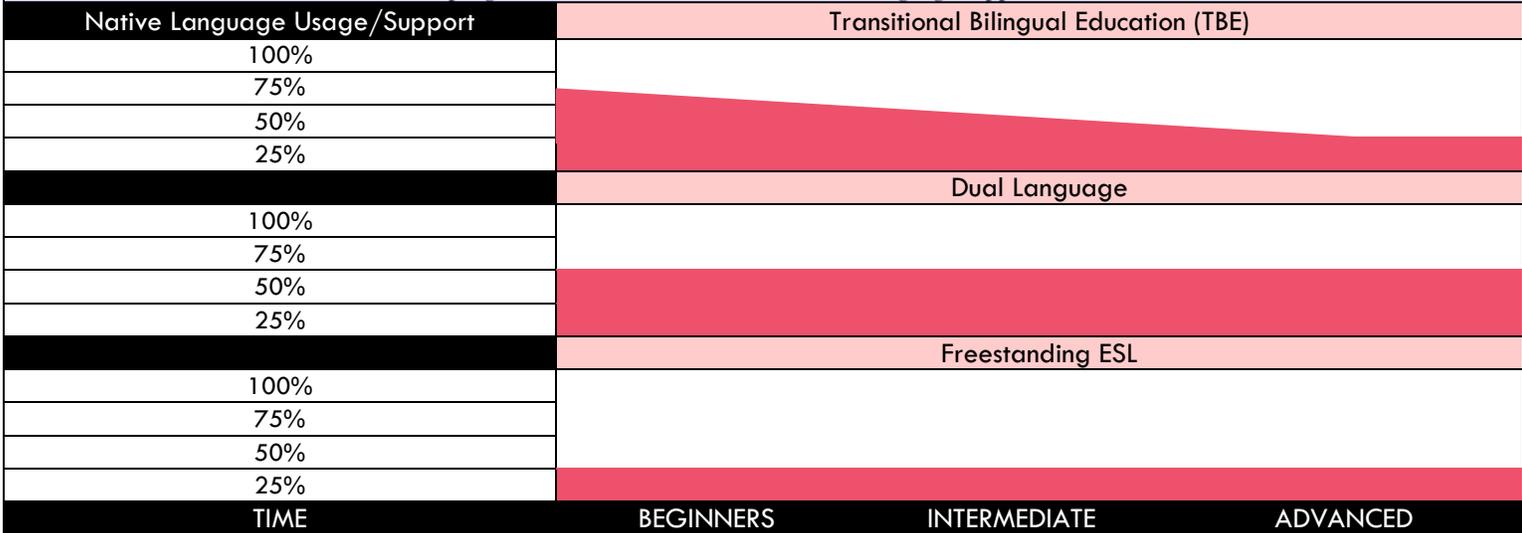
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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.
- Using data to improve instruction, our students are also provided with additional instructional support in Math and content areas. Progress check and unit test results are analyzed and adjustments are made to address students' weaknesses. Social Studies, Science, and Math bilingual glossaries are provided to ELLs to support them with content terminology and/or cognates. Students are also given additional instructional time after school. In order to better help them meet their needs, the after school program runs two times a week for two hours. Specific attention will be drawn on expanding their vocabulary, language development, and writing. Students will read, write, listen, and speak with the purpose of enhancing their academic language needed for success. Informal assessments will be constantly used to reassess students' growth to adjust their progress made and determine further instructional goals.
- A targeted Extended Day Program consists of 50 minutes per day, three days a week. Academic Intervention Services and Response to Intervention (RTI) are provided for newcomers, long-term ELLs, ELLs with special needs, and ELLs who exhibit inadequate growth on reading assessments etc. Such a support is given either individually or in small flexible groups that change according to need and progress. All the above mentioned programs focus on specific standards and benchmark assessment data.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- By incorporating language objectives and content objectives into one lesson students are simultaneously developing their English language skills and learning their grade curriculum. The Reading Street program implemented this year is successful in providing students with multiple points of access for information and repetition of vocabulary throughout the week.
11. What new programs or improvements will be considered for the upcoming school year?
- Reading Street and Go Math are the new programs being used for literacy and mathematics in the upcoming school year.
12. What programs/services for ELLs will be discontinued and why?
- All services will continue for the 2013-2014 school year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELL students are afforded equal access to all school programs. At PS 110 all students grades 3-5 participate in the extended day program. Furthermore, all ELL students are automatically invited to attend the after school programs that are being offered. ELL students are also encouraged to participate in after school music and band programs and clubs. Title III funds are used to supplement services for our ELL population. Students are given additional support on reading, writing, and math with the goal of accelerating their learning outcomes.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials and technology are used to support the ELL program. SMART Boards have been installed in all grade 3 to grade 5 classrooms. Document cameras are also used to support ESL and small group instruction. Instructional videos and visuals are used when appropriate to enhance instruction and give students another mode of access to the lesson. "New York Ready" is used as a supplement for the after school program. Bilingual glossaries are provided to students to enhance understanding of subject matter in Math, Science, and Social Studies.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support, when necessary is provided by the ESL teacher, bilingual teachers and/or paraprofessionals. Verbal interpretation is provided as well as teaching and using cognates, glossaries, and dictionaries. Activities during the Hispanic Heritage month are scheduled and parents are invited as well.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All required services and supports are grade and age level appropriate. The ESL teacher articulates and plans with classroom teachers and she tailors the units of study to the students' needs. Vocabulary and language development as well as scaffolding strategies are used to support student learning.
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.
- Newly enrolled ELL students are invited to visit the school before the beginning of the year to assist in the transition process.
18. What language electives are offered to ELLs?
- PS 110 does not offer language electives at the elementary level.
19. For schools with dual language programs:
- 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)?

Not 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. On-going professional development is an important part of the teachers, assistant principals, school secretaries, and parent coordinator's efforts to implement our school Language Allocation Policy. The ESL teacher is in constant communication with the monolingual teachers and staff to ensure the success of ELLs in these classes. Aligning teaching with the NYS ESL learning standards, and referring to the performance indicators to ensure students have learned what is expected from them, is an ongoing process in our school. Teachers, Assistant Principals, school secretaries, and the parent coordinator are involved in professional development activities in professional planning periods, grade team level meetings. School secretaries and other personnel are provided training on the proper procedures for enrolling English language learners and easing their frustration as they adjust to the new culture and language. Guidance counselors and the mainstream teachers learn about the ELLs' language and academic backgrounds, as well as their emotional needs and cultural behaviors in order to build a relationship of trust with students and to outreach parental support which is crucial to the students' success in school.

2. Workshops are done throughout the school year for teachers of ELL students. They cover various topics and offer strategies for scaffolding and facilitating language acquisition in order to better engage in the Common Core curriculum. The ESL teacher attends several professional development workshops throughout the year and works with other teachers of ELLs in turn-key sessions.

3. Support is given to staff to assist ELLs as they transition from elementary to middle school by having workshops geared towards preparing students and their parents for the middle school choice options. We will continue to monitor their progress as they enter middle schools.

4. The ESL teacher also participates in Network and city-wide workshops and other professional development activities that support ELLs. She will continue to facilitate workshops for the teachers who have ELLs in their classes on Quality Teaching for English Learners (QTEL) and other practices in ESL methodology. As a result of these professional activities, all teachers will meet the required 7.5 hours of ELL training over the course of the school year. The ELL teacher/coordinator maintains files of attendance and agendas for these various meetings.

D. Parental Involvement

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

We value parent involvement as an important factor to achieve our goals as educators. We have ongoing contacts with parents of LEP students three times a year (September, November, and April). In addition, we have planned to provide the following:

-Develop a Family Literacy program for parents - Once a week parents will learn English and some basic computer skills.
-Offer adult ESL classes- Parents and family of ELLs and former ELLs attend class once a week to improve their own English skills in listening, speaking, reading, and writing.

We also provide our ELLs' and former ELLs' parents with translation services and interpretation services. Translation devices have been purchased in our school to support the translation of all our non-native speaker parents. We will ensure that all documents needing translation to parents are translated into Spanish. Written translation and oral interpretation services will be provided to families needing these services in a language other than Spanish by parent volunteers who write and speak the same language. In addition, several workshops are provided throughout the school year to provide ongoing learning opportunities for parents and families. Such workshops include ESL Workshops, Parent Curriculum Meeting, Common Core State Standards (CCSS) and expectations for our students, Family Literacy, and Mathematics Workshops, and field trips. Parents are also provided with workshops on how to support their children on preparing for the state tests.

Ongoing communication with parents that encourages and supports parent participation in issues related to their child's education is done through our school newsletters, parent bulletin board, parent workshop flyers, and curriculum meeting. Ms. Chevere, the school parent coordinator outreaches and supports parents on their needs related to their children's education, their questions, and communication with teachers and other school personnel. A survey is given to all parents to assess their needs and to further plan support for them.

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.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09x110 School Name: The Theodore Schoenfeld School

Cluster: 1 Network: 109

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.

At PS 110, 89% of our students whose families speak a language other than English speak Spanish. Our ELL population currently consists of 13.2% of our school population, yet we provide parents of our former ELLs with translation and interpretation services. Upon students' registration on site, our ESL teacher is on hand to meet and greet all students and their families in order to ensure that all students eligible for bilingual/ESL programs are identified, assessed and oriented to proper placement in appropriate programs. It is during this period that we are able to identify students whose families may be in need of translation and interpretation services. In addition, students whose families are in need of translation and interpretation are also identified with the support of our Parent Coordinator and members of our Parents' Association who act as liaisons between the home and school. Translation devices have been purchased in our school to support the translation of all our non-native speaker parents. The Department of Education Translation and Interpretation Unit will be used if we are unable to provide specific translation requirements for an appropriate language. Signs are posted in the main office indicating the appropriate languages that are offered for translation services.

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.

At this time 89% of our families needing translation services are Spanish speaking. There are 12 ELLs who speak a language other than Spanish. Their native language is of African origin. These findings were reported to the school community at School Leadership Team meetings, at Parent Association meetings, and at faculty conferences.

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.

At PS 110, we will provide written translation services in Spanish. Several members of the staff are able to assist with this effort including our Parent Coordinator and bilingual teachers, bilingual para-professionals as well as members of the Parent Association. When written communications need translation, they will be given to the Parent Coordinator for translation. She is also designated as the Language Assistant Coordinator. When the Language Assistant Coordinator is unavailable, a member of the bilingual staff will translate documents. For families needing translation other than Spanish, we will connect them with other families in the school that speak the same language to translate communications. The school principal is fully bilingual and supports our written translations in Spanish as well. In addition, online translation devices are used to support the translation of all necessary documents.

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

Similar to written communications that need translation, we will provide interpretation services for Spanish speaking families. A large number of staff members are available to provide this service, including our Language Assistant/Parent Coordinator, a family worker, our school nurse, bilingual teachers, bilingual paraprofessionals, and school aides. All oral interpretation will be provided by our school staff whenever possible. Staff members will be tapped upon to provide this service depending on the nature of the matter. When interpretation is needed for a language other than Spanish parent volunteers who speak that same language and English will support us. This will be especially important for the few families that need oral interpretation in a language other than Spanish. The Department of Education Translation and Interpretation Unit will be used if we are unable to provide specific translation services for an appropriate language. Signs are posted in the main office indicating the appropriate languages that are offered for translation services.

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>.

We will ensure that all documents needing translation to parents are translated into Spanish. This will be achieved by members of the staff and by parent volunteers when staff members are unavailable. Additionally, interpretation services will be provided for all Spanish-speaking families when necessary by members of the staff and by parent volunteers when staff members are unavailable. Written translation and oral interpretation services will be provided to families needing these services in a language other than Spanish by parent volunteers who write and speak the same language. All written documentation is checked for accuracy if parent volunteers are involved.

- Translations of critical communications are provided in a timely manner in the following areas:
 - Registration (admission, discharge, transfer)
 - Standards and performance
 - Conduct and discipline
 - Safety and health
 - Academic notices
 - Parent notices
 - Parent Handbook

To inform parents of available language services a sign is posted in the main office indicating the appropriate languages available for translation services. Additionally, translated versions of “Family Guide” and “Parent Bill of Rights” are available in the main lobby and through the Parent Coordinator.