



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DBN: (i.e. 01M001):**                   **10X033**

**School Name:**                       **P.S. 033 TIMOTHY DWIGHT**

**Principal:**                           **LYNETTE SANTOS**

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)**

**Section 4: SCEP Overview**

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: PS 33 The Timothy Dwight School School Number (DBN): 10X033  
Grades Served: K-5  
School Address: 2424 Jerome Ave, Bronx NY 10468  
Phone Number: 718-584-3926 Fax: 718-584-7004  
School Contact Person: Lynette Santos Email Address: Lsantos4@schools.nyc.gov  
Principal: Lynette Santos  
UFT Chapter Leader: Corey Taylor  
Parents' Association President: Doris Rodriguez  
SLT Chairperson: Sean Brock  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Ariana Romero  
Student Representative(s):

**District Information**

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

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1230 Zerega Ave Bx NY 10462/OneFordham Plaza, Bronx, NY 10458  
Director's Email Address: Jruiz2@schools.nyc.gov  
718-8282-7776/ 718  
Phone Number: 741-8895 Fax: 718-828-6280

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

#### **The Framework for Great Schools and SCEP Development**



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

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

#### **The Six Elements of the Framework for Great Schools**

**Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## **Accountability Tools and the Framework for Great Schools**

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

### **NYSED's Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

## **Title I Requirements and Strengthening Title I Parent Involvement**

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

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

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

## 10X033 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	1062	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	90.3%	% Attendance Rate		91.2%
% Free Lunch	86.1%	% Reduced Lunch		0.4%
% Limited English Proficient	28.8%	% Students with Disabilities		19.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.3%	% Black or African American		10.0%
% Hispanic or Latino	84.6%	% Asian or Native Hawaiian/Pacific Islander		1.9%
% White	1.2%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		13.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		7.54
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	10.1%	Mathematics Performance at levels 3 & 4		17.6%
Science Performance at levels 3 & 4 (4th Grade)	75.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<ul style="list-style-type: none"> <li>School leaders and faculty make meaningful curricular decisions aligned to the Common Core Learning Standards that build coherence and engage all students in challenging academic tasks.</li> <li>Teacher teams and individual teachers use assessment results from various sources to effectively adjust curricula.</li> <li>One of our areas of need is increasing the performance of our English Language Learners in ELA.</li> <li>Another area of need is increasing the performance of our Students With Disabilities in ELA.</li> </ul>		

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016 grade level teacher teams will collaboratively implement and revise CCLS aligned units of study and performance task integrating technology and writing tasks in order to engage students in the more rigorous instruction as measured by the revision of four (4) ELA units of study on each grade.



**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Grade Level teacher teams will go through the process of aligning curriculum units of study with the CCLS.</p>	<p>K-5</p>	<p>September 2015-June 2016</p>	<p>Teachers and School Leaders</p>
<p>Materials will be added to the classroom to address</p>	<p>K-5</p>	<p>September 2015-Novemebrr 2016</p>	<p>Teachers and School Leaders</p>

the needs of all students including SWDs and ELLs			
Monthly meetings with parents addressing the CCLS will be held during parent engagement time on Tuesdays.	All parents	September 2015-June 2016	Teachers and School Leaders
Provide professional development and resources for technology integration	K-5	September 2015-June 2016	Teachers and School Leaders

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• Consumable Materials.</li> <li>• Rescheduling of instructional day for teacher meetings</li> <li>• Per session time for extra planning</li> <li>• Professional development for technology needs</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By the midpoint we should have already successfully completed 2 units successfully.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>In the 2014-15 school year we implemented our Response to Intervention program of Passport/Voyager to support our students becoming more proficient readers. We saw lots of growth (students moved up 2-4 levels) in our students’ reading levels and intend to continue using this method to support our students.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016 students will have increased by 3.4 reading levels as a result of, participating in the RTI literacy block 3 times a week for 80 minutes.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Continued implementation of Passport Voyager Sopris where students will be grouped by reading level, with a 13:1 student-to-teacher ratio on Tuesdays, Wednesdays and Thursdays for 80 minutes during the instructional day.</p>	<p>K-5</p>	<p>September 2015- June 2016</p>	<p>Teachers and School Leaders</p>
<p>Ongoing professional development on how to use the Passport Voyager Sopris program given as a one-day professional development; ongoing professional</p>	<p>All Teachers</p>	<p>September 2015- June 2016</p>	<p>Teachers and School Leaders</p>

development presented by the RTI committee to help teachers as needs arise with the implementation of the program.			
Replenish Student Kits for Passport Voyager Sopris Program	K-5 students	September 2015	Coaches and Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• Passport/Voyager Kits (76 kits for 76 groups of 13 students by reading levels )</li> <li>• Consumable Materials.</li> <li>• Rescheduling of instructional day to include 80-minute interventions for small group instruction on a 13:1 ratio.</li> <li>• 2 hours of per session for 14 committee members’ planning and data analysis for 10 sessions.</li> <li>• 1 RTI teacher coordinator at 4 hours for 35 sessions</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
<ul style="list-style-type: none"> <li>• The mid-point benchmark will show student improvement of 1-2 instructional reading levels.</li> <li>• Throughout the program students should be moving into higher-level interventions groups every 8 weeks.</li> <li>• The mid-point progress monitoring will be taking place on January 20<sup>th</sup> 2016</li> </ul>											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
In the 2014-15 school year our teachers saw great successes implementing Multiple Entry Points and planning project based units of study.		

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016 teacher pedagogy will be developed from a coherent set of beliefs about how students learn best informed by instructional shifts and the Danielson’s Framework for Teaching and Learning, aligned to the curricula , engaging and meets the needs of all learners so that all students produce meaningful work products.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Continuing the Vertical Peer Review program at our school where teachers work together vertically to put the Danielsons framework in to practice as well as learn best teacher practice.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>School Leaders</p>
<p>Cycles of Inquiry-Action Research to look at student work and identify best teaching practices to narrow learning gaps and provide extensions to advance student learning/higher order thinking.</p>	<p>All Teachers</p>	<p>September 2015- June 2016</p>	<p>School Leaders</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per session for teachers professional development 4 hrs x 60 sessions x 10 teachers											
3 F-status teachers x 3 days x 4 hrs x 30 sessions											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
The mid-point benchmark will be in January 2016 as a result of the plan put in place we expect to see and increase in student performance and teacher pedagogy.											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
The leadership of the school has effectively communicated goals outlined in the previous SCEP to staff through several different avenues and it is intended that we will continue to do that with this current SCEP. We use the work that we do in this document as a guide for all of the decisions and procedures in the school building.		

**Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016 all teachers will participate in a minimum of 4 multi-week cycles of professional development on various teaching techniques for 3.b, 3.c and 3.d and content based on needs and observation feedback

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Based on teacher need the professional development committee will plan and execute the multi-week cycles of professional development.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>School Leaders</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Professional development committee meetings

- Consumables

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The mid-point benchmark will be in January 2016, we expect to see a and increase in student performance and teacher pedagogy

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>The results of our 2014-15 School Environment survey demonstrate that 98% of our parents are satisfied with the education that their child has received. This accomplishment is a result of providing on-going professional development opportunities to our pedagogical staff. In addition to this one of the findings in our teacher survey was that 47% of teachers felt that the families at our school did not have a clear understanding of the Common Core Learning Standards.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016 school leaders and teachers will provide a series of parent workshops on the CCLS resulting in a 20% increase in the number of teachers who that “families at my school understand what the CCLS mean for their child.”</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Provide a series of workshops based on exposing parents to the rigor of the common core standards and how they could help their children meet these standards.</p>	<p>K-5</p>	<p>September 2015-June 2016</p>	<p>Teachers and School Leaders</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The mid-point benchmark will be in January 2016 and we expect to see an increase in student performance due to the increased support to parents on how they can help their children.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>				
<b>Mathematics</b>				
<b>Science</b>				
<b>Social Studies</b>				
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>				

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

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

#### 2b. High Quality and Ongoing Professional Development

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

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

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

### Part 4: SWP Schools Only

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).
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**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	1,144,428.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	235,141.00		
Title III, Part A	Federal	34,400.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	5,399,917.00		

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To 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:** To 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 an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

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

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

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

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**Parent Involvement Policy (PIP) 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 the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC) Template**

**[School name]** , 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 on assessments.

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**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: <u>The Timothy Dwight School</u>	DBN: <u>10X033</u>
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: <u>100</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>6</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>3</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

- \* 'Foundations, Wilson language base program' for English language development focusing on Phonological awareness, vocabulary, fluency, sight words, and reading and writing comprehension.
- \* ELL proficiency practice program to address English language proficiency standards. Materials used are Continental Press, Finish line for ELL's EPC practice.
- Lessons are developed around specific content topic or themes that are grade level and addressed by common core standards.
- \* 'The Continental Press, Empire State is NYSESLAT', is also utilized to prepare English language learners for the New York State English as a Second Language Achievement Test.
- \* Sight words space station game and Phonics bingo
- \* Estreilla kit

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

One 2nd grade ESL class with 20 students and a certified ESL teacher. One 3rd grade class consisting of 20 students, one content teacher and a certified ESL push in teacher. One 4th grade class with 20 students, one content teacher and a push in certified ESL teacher. One 5th grade class with 20 students, a content teacher and a push in ESL certified teacher. All classes will be instructed in English.

- Materials:

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

### Part B: Direct Instruction Supplemental Program Information

\* Time for kids/Bingo word game/Sight word games

### Part C: Professional Development

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

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

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

\_\_\_\_\_ \* Prof. Development on the Wilson Foundation Program and plan instruction (2/1 hour workshops TBA) first one held in the beginning of the program /2nd workshop held mid year of the program. Ms. Willams our trained Foundation teacher will provide the service

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

### Part D: Parental Engagement Activities

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

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

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

\_\_\_\_\_ \* What are the English language assessments for new comers?

\_\_\_\_\_ \* What is the NYSITELL and NYSESLAT Assessment? How does it impact my child;'s learning? What is the fundamental process of this assessment tool? How can I help my child become proficient in the English language? ( 2 hour workshop/ TBA). Assistant principal and parent coordinator will conduct the workshop.

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

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

Allocation Amount: \$0

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>10</b>	Borough <b>Bronx</b>	School Number <b>033</b>
School Name <b>The Timothy Dwight School</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Lynette Santos</b>	Assistant Principal <b>Margarita Ceara</b>
Coach <b>Marisol Roman-Soto</b>	Coach <b>Elizabeth LLuervas</b>
ENL (English as a New Language)/Bilingual Teacher <b>Kakuna Davis</b>	School Counselor <b>Michael Wiesel</b>
Teacher/Subject Area <b>Janice Vilorio/Bilingual</b>	Parent <b>Ana Marin</b>
Teacher/Subject Area <b>Carl Wassman/ ENL-ESL</b>	Parent Coordinator <b>Denise Ledesma</b>
Related-Service Provider <b>N/A</b>	Borough Field Support Center Staff Member <b>N/A</b>
Superintendent <b>Melodie Mashel</b>	Other (Name and Title) <b>N/A</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>6</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>6</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	<b>1</b>	Number of special education teachers with bilingual extensions	<b>2</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>1038</b>	Total number of ELLs	<b>256</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>	1	1	1	1	1	1								0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	256	<b>Newcomers</b> (ELLs receiving service 0-3 years)	203	<b>ELL Students with Disabilities</b>	30
<b>SIFE</b>	2	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	21	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	95	2	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	108	0	23	21	0	7	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____	18	27	23	17	18	27								0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL				
	ELL	EP	ELL	EP																			
SELECT ONE _____																					0	0	
SELECT ONE _____																						0	0
SELECT ONE _____																						0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	23	34	36	26	46	51								0
Chinese														0
Russian														0
Bengali			1		1									0
Urdu														0
Arabic	2			1	1									0
Haitian														0
French		1												0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		9	7	13	1	6								0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	15	4	4	2	10	17								0
<b>Emerging</b> (Low Intermediate)	1	6	5	11	14	12								0
<b>Transitioning</b> (High Intermediate)	5	8	9	7	12	4								0
<b>Expanding</b> (Advanced)	4	20	21	30	16	29								0
<b>Commanding</b> (Proficient)	0	5	4	0	2	6								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	1	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	2	8	6	4	4	3								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	43	5	0	1	0
4	37	17	1	0	0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	26	6	13		2				0
4	33	6	17		2		1		0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	8	2	12	3	25	1	6		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 The assessment tools P.S 33 uses to assess early literacy skills for ELLs are Fountas and Pinnell, DRA, running records, and the school wide bi/weekly. The school wide assessments provide detailed information on student's literacy progress. The data from the assessments informs the school of the student's strengths and challenges. It also provides data to guide differentiation and small group instruction. Running Records, student's Independent Reading Levels. After careful review of our ELL Data we determine that 78.5% of our ELL students reading levels fall below 2-3 grade levels. We also determine that their English writing skills also lack behind the Non-ELL student population ( due to the difficulty/complexity of the new exam). We do however see that students continue to show growth in listening and speaking. This is due in part to our school program set up which consists of self contained ENL/ESL classes and Bilingual classes that increase the learning strategy skill of translanguaging. We will continue to focus on ELL vocabulary development , reading and writing skills utilizing differentiated instruction with use of RTI and approved research resources that will enhance the instructional practices of our staff and ELL student learning.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Our ELL Data is as follows:  
 K & 1st grade: 29% Entering, 10.2% Emerging, 19% Transitioning , 35.2 % Expanding, 4 % Commanding  
 2nd Grade: 6.3% Entering, 10% Emerging, 18% Transitioning, 25% Expanding, 9.1% Commanding  
 3rd Grade: 0% Entering, 17% Emerging, 13% Transitioning, 63% Expanding, 3%Commanding  
 4th Grade: 22% Entering, 23% Emerging, 3% Transitioning, 33% Expanding, 3% Commanding  
 5th Grade: 21% Entering, 18% Emerging, 7% Transitioning, 45% Expanding, 8% Commanding  
  
 Patterns depict that we have across the grades a large amount of students transitioning with large scales advancing in the areas of listening and speaking. This year we also had an increase of new Ell arrivals which account for the large number of students faring in the beginning levels of language. Our 2 nd and 5 th grades have the highest percentage of commanding.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Our school utilizes the STARS DOE Tool to review our school data. This data informs the school of the student's strengths and challenges. It also provides data to guide differentiation and small group instruction, DRA's and Running Records also provide us with imperative information on the progress of our ELL students. The data acquired from STARS as well as data collected from DRA's, Running Records, and Bi-weekly school created Mathematics and ELA assessments all reveal that our ELL students have greater strengths in Mathematics than they do with ELA. It also reveals that students are developing their listening and speaking skills at a quicker pace than they are developing their reading and writing skills. Along with proactive goal setting by both teachers and students we will continue to use the cycle of inquiry to continuously conduct data analysis that will drive instruction. Our focus is to develop the phonics, vocabulary, reading and writing skills of our ELL students by continuing to differentiate instruction, ensuring our ELLs are actively involved in our RTI program and by utilizing approved researched resources that will enhance the instructional practices of our staff and ELL student learning.

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

Patterns demonstrate that our students fare well in performance in Grades 4 & 5 for the NYSESLAT exam, but do not fare as well in the ELA exams. Our ELLs are faring better in the English test as compared to the Native Language test according to our data; Spanish test results 2.7% as compared to English test results 6.5% accuracy.

On this years exams students across the board did not fare well. Therefore, it is difficult to determine the ratio of ELL with the general population. We do however, show a 2.2% decrease in ELL ELA test scores from year 2014 to 2015.

- a. Due to limited vocabulary and life exposure experiences, ELL students experience frustration, anxiety and struggle with English formative assessments. However, a pattern that has been identified, as students move up in grades, they become more comfortable and proficient in the English language.
- b. ELL Periodic Assessments data informs school leadership and teachers of student's knowledge and growth. Teachers use this data for instructional planning to guide instruction and differentiation. Through the ELL Periodic Assessments, data has shown that 51% of our students that are proficient in their native language are better able to develop and perform academically.
- c. The school has learned that as the student becomes more comfortable in the school environment their frustration and anxiety levels decrease. This helps promote academic performance. The school supports the students' home language with Transitional Bilingual Program, Rigby Assessment, and the Title III ELL Enrichment Afterschool Program. In the classroom the home language is supported with bilingual word walls, technology and bilingual libraries.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [\*ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)\*](#) section and [\*RtI Guide for Teachers of ELLs\*](#).]

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

6. How do you make sure that a student's new language development is considered in instructional decisions?

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

N/A

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

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

- DRAs
- NYSITELL/NYSESLAT
- NYS ELA Exam
- NYS Mathematics Exam
- Student Individual Portfolio
- Bi/Monthly School Wide Assessment
- NYS 4th Grade Science Exam
- \* Passport Voyager
- \* Spotlight on Comprehension (ELL Component)

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

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Within the first ten days in which a student who is entering the NYC public school system for the first time is registered, the school’s Trained English Language Learners’ Coach along with an English as a Second Language (ESL) Certified teacher administer the Home Language Identification Survey (HLIS) in English and/or the parent’s preferred language. Following this parent interview, the student is interviewed in English and a decision is made on whether the student is an English Language Learner (ELL). When a student is identified as an ELL (based on HLIS and student interview), the student is then administered the formal initial assessments (NYSITELL and Spanish Lab) by either the Trained ELL Coach and/or an ESL Certified Teacher. During this process, parents/guardians participate in an Individual Parent Orientation Meeting with the ELL Coach who informs them of the ELL programs the Board of Education offers and the ELL Program offered at our school. During this orientation, parents are informed of their rights to Bilingual Education, complete a Parent Selection and Language Preference Form, receive the name of the teacher and class their child is assigned to (based on Home Language and Program Selected by parent), and are invited to attend the Formal Parent Orientation Meeting held for all ELL Parents (September, October, and/or November) where they will view the Chancellor’s ELL Program/Parent Orientation Video, confirm the results of the formal initial assessments taken by the student, and if necessary (parent’s who did not select a program during registration or those parents who wish to change the program originally selected based on NYSITELL results) have the opportunity to make an informed decision on the ELL program they feel best meets their child’s needs. The persons involved in this process are the Trained ELL Coach, ESL Certified Teachers, Pupil Accounting, the Family Worker, and the Assistant Principal/ELL Coordinator. Please note that for parents whose language is other than English or Spanish, our school provides home language support during the intake process by utilizing a qualified on-site interpreter (for example with languages such as French or ) or calling the Translation and Interpretation Unit for Parents/students who speak other languages such as Arabic or Bengali). Additionally, we do ensure that parents understand that they have the option to bring a trustworthy family member or friend to help with interpretation if that is their preference.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

During registration, Pupil Accounting and/or the Family Worker interview the parent(s)/guardian(s) of students being enrolled at our school. Upon interviewing the parents, pupil accounting is able to identify SIFE students at the time of the completion of the HLIS/Home Language Identification Survey (questions on prior schooling). In addition to parent interview during the completion of the HLIS, Pupil Accounting is able to determine SIFE based on ATS records via student OSIS number. Understanding that in order for a student to be identified as a SIFE the student must be a newly identified ELL who is in grades 3 - 9 and whose NYSITELL results are at the entering/emerging level of proficiency, the school will proceed with the SIFE identification process as follows:

1. School will administer the oral interview questionnaire and,
2. for students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, school will administer the LENS. Initial SIFE status will be indicated in the DOE’s data collection systems no later than 30 days from initial enrollment (BNDC) with the

understanding that we have up to one year to modify initial SIFE determination/make final determination of SIFE status as per CR Part 154. Student will remain a SIFE student until he/she scores a NYSESLAT result of transitioning or higher.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Newly enrolled students with IEPs and a Home Language that is other than English are reviewed by the Language Proficiency Team (LPT). The LPT (which consists of a school administrator, an ESL Licensed/Certified Teacher, a Bilingual Certified Speech Therapist, the IEP Teacher, the ELL Coach and the parent of the student) administers a more in depth interview with the student in which student's school work (if applicable) and IEP are reviewed. Based on the outcomes of this interview the LPT determines NYSITELL eligibility.

\* If the LPT recommends that a student is eligible to take the NYSITELL, student takes the NYSITELL to determine ELL status and the process continues as with all students.

\* If the LPT recommends the student NOT take the NYSITELL, the principal is informed and the principal conducts her own review based on the LPT recommendation. At this point,

\* Within a 20 day timeframe, the principal may decide that the student take the NYSITELL (to determine student's ELL status) and the Identification Process continues as with all students.

\* or the principal may decide that the student should NOT take the NYSITELL and the principal's determination is sent to the superintendent or designee for review (parent is notified within 3 days of the decision).

The superintendent then has 10 school days to accept or reject the LPT's recommendations. If the superintendent/designee determines:

\* the student take the NYSITELL, student will take the NYSITELL (the school has 5 additional school calendar days to administer the NYSITELL if necessary and to notify the parent/guardian) to determine ELL status and Identification Process continues as with all students.

\* the student NOT take the NYSITELL, the parent is notified and the ELL Identification Process terminates.

Note: As soon as a student is determined to be an English Language Learner, our school begins to provide the appropriate ELL services within a 10 day timeframe.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

During the registration process, students who are identified as ELLs are administered the NYSITELL. Once NYSITELL is scored (manually or via Scantron) parents/guardians are informed in person or via a phone call (in parent's preferred language via on-site interpreter or the DOE Translation & Interpretation Unit - as applicable) of their child's result and are informed whether the child is entitled or not-entitled to ELL services. Following this initial conversation, entitlement and non-entitlement notification letters (in parent's preferred language) are completed and sent home with the student. ELL Coach does make copy of each letter and files accordingly. Additionally, results are included in the Parent Orientation Meeting Invitations and results (entitled and non-entitlement) are confirmed during the Parent Orientation Meeting.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

During the registration process, upon completing the HLIS and student interview, parents are informed (in parent's preferred language via an on-site interpreter or the DOE Translation & Interpretation Unit - when applicable) whether their child has been identified as an ELL. As a part of the process, parent meets with the ELL Coach to complete the HLIS, learn about the different ELL programs the Board of Education offers as well as the programs offered at our school, and are given the opportunity to select the program they feel best meets the needs of their child. It is a part of this discussion to inform parents of their right to appeal ELL Status within 45 days of enrollment. Additionally, parents are informed via the Entitlement/Non-Entitlement Notification Letter (in parent's preferred language), and again during the Parent Orientation Meeting held annually at the school.

Please note that as a part of the process it is the practice of our school to copy all written notifications given and/or sent to ELL parents. Originals are given/sent to the parent and the copies are kept in alphabetical order by class in a labeled binder in the possession of the ELL Coach.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Within the first ten days in which a student who is entering the NYC public school system for the first time is registered, the school's trained English Language Learners' Coach along with an English as a Second Language (ESL) Certified teacher administer the Home Language Identification Survey (HLIS) in English and/or the parent's preferred language. Following this parent interview, the student is interviewed in English and a decision is made on whether the student is an English Language Learner (ELL). When a student is identified as an ELL (based on HLIS and student interview), the student is then administered the formal initial assessments (NYSITELL and Spanish Lab) by either the Trained ELL Coach and/or an ESL Certified Teacher. During this process, parents/guardians

participate in an Individual Parent Orientation Meeting with the ELL Coach who informs them of the ELL programs the Board of Education offers and the ELL Program offered at our school. During this orientation, parents are informed of their rights to Bilingual Education, complete a Parent Selection and Language Preference Form, receive the name of the teacher and class their child is assigned to (based on Home Language and Program Selected by parent), and are invited to attend the Formal Parent Orientation Meeting held for all ELL Parents (September, October, and/or November) where they will view the Chancellor's ELL Program/Parent Orientation Video for new ELL Parents. To ensure that parents understand all three program choices, in addition to the Annual Parent Orientation mentioned above, we meet with each parent/guardian on a one and one basis, and offer each of the materials listed above in the preferred language of the parent/guardian. As necessary, interpretation is either offered via materials, school-based personnel, and/or over-the-phone Translation & Interpretation Unit Services.

Please note that if a parent fails to return the Parent Program Selection Placement Letter, the default program (if available) is TBE and these students are automatically placed in a TBE program. The parents of these students are notified accordingly via a default letter in the parents' preferred language. If there are not enough students to offer a TBE program as a default program, parents are notified in writing (in their preferred language) as to their option to receive ENL/ESL services here at the school or to transfer their child to a school within the district that does offer the TBE program in question.

Please note that currently there is no outreach process to inform parents who have previously chosen a TBE/DL program when the program becomes available because it is the practice of our school to ensure that no student is turned away. Our school offers TBE and ESL services to every entitled student accordingly. We have both programs available in all grades K-5. Please note that we do not offer a dual language program. Parents who select/opt for a dual language program as their #1 choice (in the Parent Program Selection Form) are informed of their rights to transfer their child to a dual language school (or a school who offers a dual language program) and are informed that in the meantime their child will be placed in the second program they selected (this is true whether the second choice is TBE or ENL as we offer both programs in all grades, K-5).

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

To ensure Parent Surveys and Program Selection forms are completed in a timely manner, the ELL Coach ensures to meet with each parent one to one during registration. During this meeting, the ELL Coach educates parents on the three different programs offered by the Board of Education and the programs offered by the school. The ELL Coach also informs parents of their right to ELL programming, child's eligibility for ELL Programs, the student NYSITELL outcome, and next steps moving forward (which includes the completion of the Parent Survey and Selection Form). At this meeting, parents are encouraged to complete the survey and select a program (with the understanding that they have 45 days from day of enrollment to appeal their child's ELL status) however, parents are given the option to give it some thought and be prepared to select a program during the follow-up (Annual) Parent Orientation ELL Parent Meeting (or anytime from day of registration to the day of the Annual Parent Orientation Meeting). This practice of one to one individual meetings not only ensures the timely completion and submission of Parent Surveys and Selection Forms but also promotes parent education on ELL Programs and school monitoring of parent program choice.

Additionally, School ELL Coach ensures accurate upkeep and maintenance of all ELL related records (which includes but is not limited to the completion and submission of Parent Surveys and Selection Forms) which allows for timely and accurate follow-up as necessary. Parents who do not complete the Parent Survey or make a Program Selection are contacted via phone, a follow-up letter (sent home with the student) indicating they have to come into the school to complete these documents (copy kept in file), and/or are sent a "Default Program Placement Letter" accordingly.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. School ELL Coach ensures accurate upkeep and maintenance of all ELL related records (which includes but is not limited to the completion and submission of Parent Surveys and Selection Forms) which allows for timely and accurate follow-up as necessary. Parents who do not complete the Parent Survey or make a Program Selection are contacted via phone, a follow-up letter (sent home with the student) indicating they have to come into the school to complete these documents (copy kept in file), and/or are sent a "Default Program Placement Letter" accordingly. Additionally, ELL Coach accesses ELPC Screen on ATS weekly which allows for proper follow-up and proper record completion. All correspondence is given/sent in parents' preferred language.

9. Describe how your school ensures that placement parent notification letters are distributed. Upon review of the Parent Selection Form, the ELL Coach along with Pupil Accounting ensure to place students in program selected by parent (if program is available at the school) or the next available option based on parent preference. Placement Parent Notification Letters (in Parent's Preferred Language of Communication) are then completed by the ELL Coach and sent to the parent via the student (in envelope addressed to Parent - copy kept in file).

Teachers are also informed that students have been placed in their class as per entitlement to the ELL program and parent selection. Teachers are encouraged to reach out to parents - welcoming and introducing themselves accordingly.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). In addition to filing original HLIS, Parent Survey and Parent Selection Form in Student CUM records, copies of these and all other ELL documentation for each child are kept in compliance binders (and filing system) created and maintained by the ELL Coach (in Coaches' Office).
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The followings steps are taken to administer the NYSESLAT:

  - \* The ELL Data committee and classroom teachers reviews student test Data history to ensure that all entitled students are listed to take the NYSESLAT.
  - Testing coordinator meets with participating licensed ELL proctors to review testing procedures and protocol
  - Test schedule is distributed to all staff
  - Testing locations are identified and provided with materials necessary for test administration
  - The Reading, Writing & Listening modalities of the test are administered over a course of the testing mandated dates. Speaking portion of the test are individually administered by a ELL/ESL licensed teacher.

To ensure that the four components of the NYSESLAT are administered properly the ELL coach and Testing Coordinator meet to assure testing procedures are implemented. The procedures are the following: First, a scheduled of testing dates for the four components of the NYSESLAT is outlined by the team, and approved by the principal, within the testing window. Next, parents are sent letters with Spanish translation notifying them of the testing dates. They are also informed through our school's monthly calendar. Then, professional development is provided by the team for teachers and proctors on how to administer the exam. They review testing procedures/protocols, class list identifying students and testing dates. After, the team reviews the RLAT from ATS to sort out the not entitled group or ELLs who have tested-out via NYSITELL or prior NYSESLAT scores. Then, the targeted group is identified for testing and is administered all of the four components of the exam according to schedule. Finally, make up dates are provided within the testing window period for those students who were absent during testing.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Once the NYSITELL has been scored and reviewed by our ESL staff, parents are notified in writing, in their preferred language, if their child is identified as an English Language Learner (ELL). If student is eligible for ELL services parents are invited (in their preferred language) to attend an orientation session. This session is conducted in both English and Spanish. They receive information about the programs available at the P.S 33 school building and also receive information in regards to ELL programs offered by the DOE. This meeting is conducted twice of month during the months of September, October and/or November; and throughout the year in an as needed basis by qualified pedagogues. For those parents who missed the orientation, we have established parent outreach incorporating the assistance of our Family worker, Parent Coordinator, ELL coach and PA President as well as classroom teachers. In regards to our NYSESLAT test results, parents of identified ELL students are notified as follows, Entitlement letters (in parents' preferred language) are distributed to each student. These letters must be signed by parents and returned. These letters are collected and stored in the Compliance Binder by the ELLs coach. If letters are not returned we redistribute a second notice. In addition, the parent coordinator and Family worker are assigned to follow up by phone and or family home visits. The selection forms are reviewed in conjunction with the HLIS and NYSITELL results by the trained personal to ensure that the students are placed in the bilingual program of their parents choice given student's eligibility based on the data results mentioned. The forms are placed in the ELL Compliance Binder and stored in the ELL Coach's office. During the month of October letters (in the parents' preferred language) are distributed to the parents of ELL students as to their child's entitlement to bilingual/ESL services by the ELL coach. The data from the Parent Orientation, NYSITELL and RLAT from the ATS report of NYSESLAT results determine eligibility. After analysis of these results, letters are distributed to parents of ELLs (in their preferred language) as to their child's placement, entitlement and or non-entitlement status. Copies are made of the letters and placed in the ELL Compliance Binder then stored in the bilingual supervisor's office. The letters (in parents' preferred language) are then distributed to students for their parents by the ELL coach.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Upon review of parent selection forms for the past few years we see the trends indicates that 58 % of our ELL parents select Bilingual classes, 40% of our ELL parents Select ENL/ESL classes. This data behooves us to maintain our self-contained ENL/ESL classes in every grade. We also have parents that have expressed an interest in a Dual Language Program. We are currently researching the possibility of creating such a program for incoming Kindergarten students. Since we do not currently offer that program, we provide parents with a list of neighboring schools that do. Newcomers are identified through the initial registration process and HLIS interview by the trained personal as discussed in Part IV: ELL identification Process of this report. The identified ELL student is placed in a TBE or ENL/ESL class at grade level according to the language code on HLIS. Parents receive Parent Orientation procedures, as

indicated in Part IV of this report. SIFE students proceed through the same process as new admits during registration, please refer to Part IV of this report. The Home Language Identification Survey administered for new admits during registration will indicate if student has attended school in the U.S. If so, those in grades 3 or higher identify students as SIFE. At such time an RLAT report through ATS is run to determine student's NYSITELL and NYSESLAT results. This information will indicate student's language proficiency level. The student is then placed in the appropriate bilingual program. Parent selection program choice is considered along with the recommendation, gained from the HLIS interview process, of trained personal.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.

Here at PS 33, we have four ENL/ESL classes that are grouped heterogeneously in grades 1, 3, 4, and 5. These classes offer academic instruction during the entire school day (by an ESL certified teacher) in English. Which exceeds the maximum amount of mandated Stand-Alone ENL minutes/unit. In grades 1, 4, and 5, a Common-Branch Teacher pushes in to co-teach the mandated Integrated ENL minutes/unit. In grade 3, the teacher is dual certified (ESOL and Common Branch) and provides both Stand-Alone ENL and Integrated ENL to his students. For ENL/ESL students in grades K-5 who are not in one of these classes, students are grouped according to grade and English proficiency level (i.e. Students who are at an Entering/Emerging language proficiency level are serviced as a group and receive 360 minutes of servicing; 2 - 90 minute period blocks (4x) a week, Transitioning and Expanding are grouped and receive 180 minutes of servicing; 1 - 45 minute block (4x), Commanding receive 90 minutes of servicing; 1 - 45 minute block (2x) a week). Our two ELL providers plan instruction to meet the needs of students based on assessment test data analysis. They also meet with classroom teachers to discuss student needs and to plan differentiated instruction for each sub-group (utilizing the pre-mentioned resources). All content area/subjects are taught utilizing ESL methodologies/approachers. Since students placed in these programs receive all their instruction in English, ongoing support is provided to better serve their needs. We have afternoon RTI as well as an After School ELL Enrichment Program that focuses on building student vocabulary. We provide our staff/class with additional resources such as Avenues, Foundations, Finish Line for ELL's and Getting Ready for NYSESLAT and Beyond to support instruction in our ENL/ESL component. We also utilize technology in our daily instruction. Teachers have a smart board in their classroom (which is used in many ways to support instruction. One way teachers use it is to connect to an on-line reading program called MyOn - which allows students to select reading materials at their independent reading levels in English and Spanish. It also allows students to access these accounts at home, making it a home-school resource. Additionally, each floor has a minimum of 2 laptop carts for additional student support. Teachers often convert the computer centers to listening centers with read aloud stories of various genres to facilitate the differentiated learning styles in his/her class. Our ELL providers plan instruction to meet the needs of students based on assessment test data analysis. They also meet with classroom teachers to discuss student needs and to plan differentiated instruction for each sub-group (utilizing the pre-

mentioned resources).

b. TBE program. *If applicable.*

Transitional Bilingual classes are organized Heterogeneous by grade. We provide a transitional bilingual program for grades K-5. This program provides academic instruction in the student's native language (Spanish) along with intensive ENL/ESL instruction.

Students with limited English proficiency spend 40 to 45 percent of their time in English language development and the remaining time is utilized for instruction in their native language. Students that are at the beginner level of English proficiency are given enhanced opportunities to develop their second language learning. Native language instruction decreases as the student's level of

English proficiency increases. Since we have Heterogeneous Bilingual classes, the classroom teacher immediately plans lessons for

differentiation of instruction and utilizes various resources, i.e., internet, technology and sound research based materials, Foundations,

Avenues, and Finish line for ELL's for classroom instruction. Bilingual classroom teachers utilize the NYSITELL and NYSESLAT test score

data to develop class groups that emphasize peer to peer teaching. The teacher assesses students in NLA/ENL to monitor progress

and growth. Our school has developed a curriculum for every subject in every grade, as well as a strategy/skill of the week. Our

Bilingual and ENL/ESL classes are required to follow the curriculum calendar and incorporate NLA/ENL/ESL core standards and

methodologies. In order to have our bilingual students retain their native Language skills, we continue to incorporate "Estrellita Accelerated Beginning Spanish Reading" program for grades K-2. This intense program comes with year long assessments, test

and benchmarks for every student. It also incorporates specific time lines that implements the curriculum and monitors students' progress to ensure that 80% of the students are mastering specific skills in their native language. It also has a huge parent component program that requires parents daily involvement in their child's learning. The teacher also reviews students' assessment

to plan accordingly. As far as the NLA and ENL/ESL instructional components are concerned, teachers decide based on their students' assessment which subject matter to teach in specific language. For most classes the content area taught in HLA is Arithmetic/Mathematics. They all follow the NYS CR Part 154 mandated number of units of support for ELL's as required. Students

are appropriately evaluated in their native language as classroom teachers in the Bilingual classes develop their assessments/test,

quizzes etc in the students native language, Spanish. Our bilingual students also are allowed to select the language preference for

their writing pieces that go in their student portfolios.

c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Transitional Bilingual classes are organized heterogeneous by grade. We provide a Transitional Bilingual program for grades K-5,

This program provides academic instruction in the student's native language (Spanish) along with intensive ESL instruction. Students with limited English proficiency spend 40 to 45 percent of their time in English language development and the remaining time is utilized for instruction in their native language. Students that are at the beginner level of English proficiency are given enhanced opportunities to develop their second language learning. Native language instruction decreases as the student's level of English proficiency increases. Since we have heterogeneous bilingual classes, the classroom teacher immediately plan lessons for differentiation of instruction and utilizes various resources, i.e., internet, technology and sound research base materials, Foundations, Avenues, and Finish line for ELL's for classroom instruction. Bilingual classroom teachers Utilize the NYSITELL & NYSESLAT test score data to develop class groups that emphasize peer to peer teaching. The teacher assesses students in both NLA and ENL/ESL to monitor progress and growth. Our school has developed a curriculum for every subject in every grade, as well as a strategy of the week. Our Bilingual and ENL/ESL classes are

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

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

In addition, students whose parent’s exercise the option of withdrawing their children from the Bilingual program receive ESL support from the pull out and push in programs. These students receive services from our licensed certified ESL teachers. These certified ESL teachers group students according to their instructional levels, Entering and Emergent receive 360 minutes of servicing; 2 - 90 minute period blocks (4x) a week, Transitioning and Expanding receive 180 minutes of servicing; 1 - 45 minute block (4x), Commanding receive 90 minutes of servicing; 1 - 45 minute block (2x) a week. Our ELL providers plan instruction to meet the needs of students based on assessment test data analysis. They also meet with classroom teachers to discuss student needs and to plan differentiated instruction for each sub-group (utilizing the pre-mentioned resources).

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

Transitional Bilingual classes are organized by grade. We provide a transitional bilingual program for grades k-5, one class per grade.

This program provides academic instruction in the student’s native language (Spanish) along with intensive ESL instruction. Students with

limited English proficiency spend 40 to 45 percent of their time in English language development and remaining time is utilized for instruction in their native language. Students that are at the Entering and Emergng levels of English proficiency are given enhanced opportunities to develop their second language learning. Native language instruction decreases as the student’s level of English proficiency

increases. Once the students have reached the Commanding level they will be placed in mainstream monolingual education. They are then

motivated as long term ELL’s. Parent’s are notified and are given the option of allowing student’s to remain in the Bilingual program or

move on into monolingual. Our school has developed a curriculum for every subject in every grade, as well as a strategy of the week.

We have also created bilingual reading logs to help support students as they develop their language and reading comprehension skills.

Our Bilingual/ ESL classes are required to follow the curriculum calendar and incorporate NLA/ ESL common core standards and methodologies. Teachers are also provided with the NYSESLAT test scores and are required to group student based on their levels and

abilities. This ensures that all of our ELL students receive instruction in their levels and meet the state mandates. Students are provided

math instruction in their Native Language, as well as Social Studies and Literacy. We also incorporated Estrellita to enhance our ELL

student phonemic awareness, vocabulary and reading in their native language. In addition we incorporated CUNY-NYSIEB New York State Initiative Emergent Bilinguals Program, a project of the Research Institute for the study of Language in Urban Society to assist us in the best practice of ELL/ESL Bilingual instruction. We have incorporated the use of Bilingual word walls, the methodology of translanguaging and procedural format and protocol to hold ELL Staff meetings. We have also included a Bilingual Para for classes that have an increased amount of new students.

In the ENL/ESL program we have four classes in grades 1-5 which provide Stand-Alone and Integrated ENL accordingly. We also have two pullout/push-in providers that address the needs of our ELL's in grades K-5 who are not in one of these classes. All academic instruction during the entire school day is in English however, home language support is offered. Content area subjects are taught utilizing ESL methodologies. Since students placed in this program receive all their instruction in English, ongoing support is provided to better serve their needs. We have afternoon RTI, (Response to Intervention) that focuses on building student vocabulary. In our ENL/ESL classrooms, a certified ESL teacher provides English language skills and content area instruction utilizing ESL approaches the entire year.

We provide our staff/ class with additional resources such as the 'Avenues' and Foundations to support instruction in our ESL component.

Every class is also provided with listening and technology centers such as; smart boards and computers. In addition we have provided a Bilingual Para-Professional for each grade. Students whose parents choose to withdraw them from a Transitional Bilingual

program receive ENL/ESL support from the pull out/push in programs. All of these strategies/approaches and methods along with our

curriculum allow us to foster language development and meet the demands of the common core learning standards.

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

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

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

As part of our ELL instructional practices, we utilize "Finish Line for ELLs" (Continental Press) as well as "Getting Ready for the NYSESLAT" (Attanasio & Associates) for grades K-5 which assess all modalities. This is done to periodically assess ELL students and adjust instructional practices to meet the needs of the students.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Our plans are as follows:

SIFE Students and New Comers:

Our school has 2 SIFE students. We take great pride in informing parents of the need to maintain a consistent family atmosphere

and the importance of not disrupting formal education. These students are monitored carefully by their classroom teachers and

paired up with students of similar backgrounds to help them become acclimated to the new school setting. They also receive intense

ESL instruction to further enhance or trigger what was taught in the past.

Based on our school data, we have identified a large number of newcomers, students that have been enrolled in our school system

for less than one year and have had little to no experience in a formal classroom/school setting. This lack of formal education has

presented our school with many challenges. These students lack the social skills needed to function in a classroom setting as well as

academic knowledge of simple letter sounds, word recognition skills, and basic math skills. They are developmentally below in both

academic and social skills. We have developed an Response to Intervention (RTI) program in our school to target the Newcomers

to further enhance their daily instruction as well as social emotional development. We provide these services to our students in a

small classroom setting. We utilize a program called, "Foundations", published by 'Wilson Language training corporation'. This program addresses the essential components of reading instruction by implementing all five areas: Phonemic awareness, phonics,

fluency, vocabulary and comprehension strategies. They use a multi-sensory teaching approach, sequential and cumulative, motor

memory learning, repetition and feedback. We also incorporate Estrellita program to build language development skills in their

native language. Students are also buddied up with long term Ells to assist in the acclamation process.

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

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

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

school.

\* We will also continue to provide intensive English language Instruction for our ELL students that are here a year and a day to

prepare them for the ELA exam.

\* ELL's (4-6years) are given a Multiple Intelligence Tests which determine the student's learning styles, and help generate differentiated instruction. The results of these exams will also help develop effective lessons and instruction to assist teachers.

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

\* Former ELL's Students are carefully monitored as they mainstream into monolingual classes. Students are provided with extra

support and time in their acadmeic as well as social needs.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Between 6 and 12 months from the date of the superintendent's notification to the principal, parent, guardian, and/or student - the principal, will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely

affected by the determination. To ensure the student's progress has not been adversely affected, the principal will consult with a

qualified staff member (as defined by CR Part 154-2.2 (u)) in the school, the parent/guardian, and the student. If the principal,

based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have

been adversely affected by the determination, the principal will ensure to provide additional support services to the student and if

deemed best for the student, will reverse the determination within this same 6 to 12 month period. If the principal's decision is to

reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing

to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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

Our school does not have a Bilingual Special Ed. class but we do have students that are ELL-SWDs. As mentioned, our school has a school wide curriculum that is implemented in all of our instructional classes. The key is to provide differentiated instruction for all

students at risk. Teacher's are given access and or provided with an ELL-SWD's, IEP plan and implement instruction based not only

the academic needs of the ELL-SWD student but also their emotional needs. After review of various DATA assessments tools and

carefully monitoring student's progress, if students do not show progress, teachers can refer students to our 'Response to Intervention Team', (RTI). This program is designed as a tiered model of service delivery with interventions provided to all students who demonstrate a need for support, regardless of whether or not they have an ELL or disability label. This RTI team includes Bilingual, General Ed and Special Ed. educators who monitor data of students that are not reaching their benchmark. Collaborative educational decisions, based on ongoing school, classroom, and individual student data is reviewed to make adjustments to instruction based on data. Our RTI teams meet Bi-monthly to discuss these matters. In addition our SETTS, Bilingual staff, and ESL teachers meet with classroom teachers, review our school wide curriculum pacing calendar, students assessment data, and their IEP to develop a program schedule as well as lesson plans and materials/resources available. This process allows teachers to provide small group and individualize instruction at an appropriate level for students' language and learning needs. In addition to complying with the IEP, students with special needs receive authentic meaningful experiences that will allow the opportunity to make connections between what they know and what they are learning by relating classroom experiences to their own lives. Furthermore, we offer a computer program called "Head Sprout" for our ELL students that require additional tutoring in English Proficiency, reading, writing, and listening. Grade level teachers of ELL-SWD also utilize our Translanguaging Approach with ESL methodology. They carefully review student's individualized educational plan (IEP) to incorporate other strategic approaches that enhance academics learning, such as, Total Physical Response (TPR) and individual student learning styles. In addition, we utilize the phonemic programs Estrellita in Spanish and Foundations in English to assist ELLs gain proficiency in both languages. We use Avenues as grade level materials to further support student content and language acquisition.

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

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

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

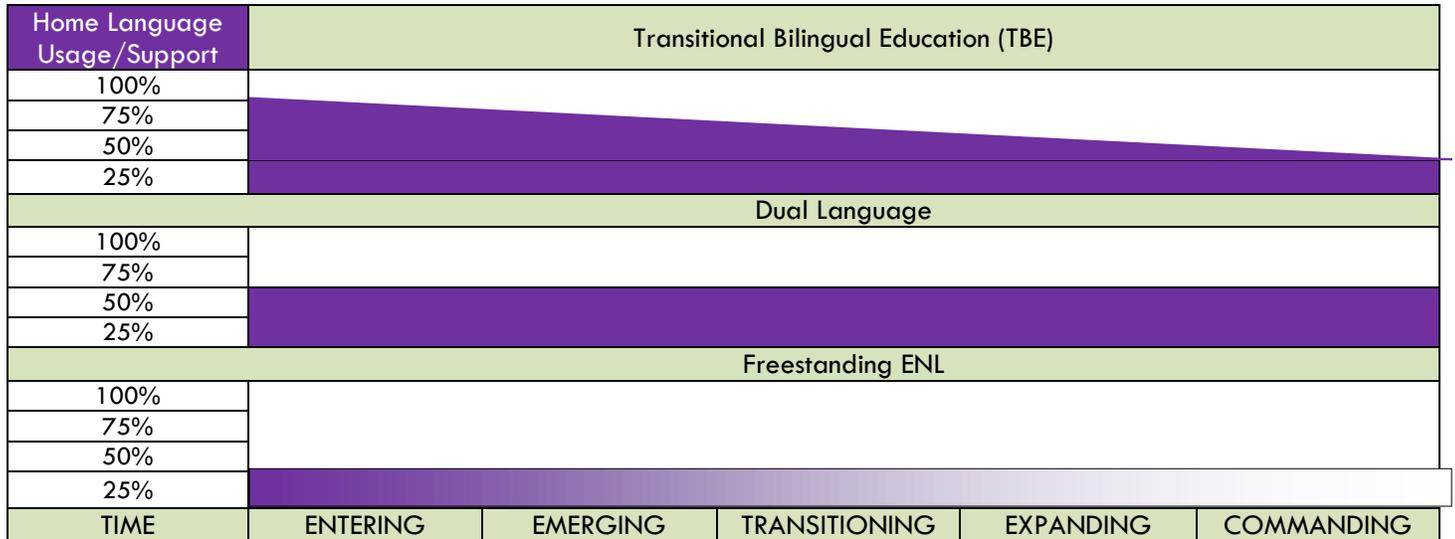


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Our school's RTI team members are as follows; the data specialist, coach, bilingual special needs, ESL, and General Education teachers. Their sub group focus is on ELL students with IEP's. These ELL students with IEP's are grade K-5 and were chosen for inquiry as a result of a data analysis which depicted that this particular group of students declined in their ELA test scores for the scholastic school year 2014-2015. The data team is providing these chosen students with individualized instruction that is aligned to the common core grade standards. This will be done by drilling down two specific skill sets, vocabulary development and critical thinking with informational text. The data used to find this information will be the item analysis distractor, biweekly and cumulative assessments, and DRA. The team members are designing weekly lessons for students according to this information and the students learning styles. It is the expectation that students will be able to read complex text with purpose and understanding. The instruction and lessons given are then turn-keyed to the staff by setting interclass visit or providing staff with written lesson plans.

In addition we have targeted our ELL testing grade students (2-5) and provide them with a new ELL After-School Program. This intense program provides our students with small group and individualized support in ELA as well as mathematics and science. The classes are developed to allow interdisciplinary instruction as subject matter is not taught in isolation. We include various non-fiction genres that focus on Science and Math.

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

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

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

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

Having a Bilingual and ENL/ESL class in every grade ensures that we provide our ELL student population with best practices and organize our staff to meet the mandated instructional time as per CR Part 154. Our Bil/ESL classroom teachers instruct students in all academic subjects including science and social studies which are incorporated into our curriculum. All students are placed in Bil/ESL classes with certified licensed teachers to instruct our ELLs. In this class setting students are assessed in their native language and English using pre & post unit assessments such as DRA's, writing baselines, midlines, and endlines based on unit of studies/genres and biweekly exams based on skills addressed in ELA and Math (i.e. ELA: Comparing & Contrasting, Drawing Conclusions...; Math: Adding, Division...). Data is reviewed at beginning of school year and consistently and frequently (using the Cycle of Inquiry Process) through out the school year (during Grade level (Horizontal) Meetings, Vertical (Grade scaffolded) Meetings, and as scheduled during Monday 80 Minute After-School sessions. Data analysis is an on-going practice within our school as it is used to drive instruction, provide intervention, and to communicate with parents on an on-going weekly basis.

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

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

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

none.

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

We currently have 4 CBO's that offer after school programs in our school; Dreamyards, Boy Scouts, Mission Society, and Jon Wayne Arts. All programs send applications to the parents of all our students (including ELLs) and accept ELL students. Programs are equipped with Bilingual speaking staff to meet the needs of our ELL population. In addition we have targeted our ELL testing grade students (3-5) and provide them with a new ELL After-School Program. This intense program provides our students with small group and individualized support in ELA as well as mathematics and science. The classes are developed to allow interdisciplinary instruction as subject matter is not taught in isolation. We include various non-fiction genres that focus on science and math. This year we have also included a second grade ELL class in our after school ELL program.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

We have lots of resources that are utilized throughout the year for our ELL population. Our Bilingual and ESL classroom teachers use Hampton-Brown's Avenues program to help address English reading and writing skills. This program is designed specifically for the ELL student. It is a comprehensive literacy program which provides interesting and motivating stories and non-fiction passages for students while providing practice in the mechanics of the language. Grades K-2 use Foundations, a Wilson language base program which provide explicit cumulative and multi-sensory instruction. Additionally, we provide instructions in both English and Spanish, utilize bilingual word walls, bilingual dictionaries, translated materials, and integrate the use of manipulatives and technology.

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

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

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In our Transitional bilingual programs, we are working to obtain multiple copies of bilingual texts, representing the native languages spoken in the students' classes (mostly Spanish). In addition, our ESL students are supported in their native language through the following:

a) Pairing ELLs with a classroom partner or "buddy" who speaks the same primary language.

b) Encouraging them to talk in their primary languages, as well as English.

c) Providing our classroom and school libraries with bilingual (multi-linguistic) texts that represent the primary languages spoken within our classroom and school, to the best of our ability.

4) Use of technology to provide individualized support in learning the second language. (I.e. Arabic 4th grade student; computer carts placed in certain class locations)

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All materials utilized in our school are research based and include NYS common core/ ESL /ELL curricular in all grade levels that support our ELL student needs. (Please see above responses for a more detailed description.)

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

We currently do not have a program to assist newly enrolled students before the beginning of the school year. We do however have a Summer School Program for students who enrolled throughout the school year in addition to Buddy systems and an After-School ELL program. Moving forward, we are going to include an orientation for newly enrolled ELL students and parents in June in which they will learn about the school's culture, environment, and have the opportunity to visit classrooms. Our ELL Supervisor/Coordinator, ELL Coach/LAC, Parent Coordinator and ELL Teachers are and will be involved in such activities.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

This year we have scheduled monthly meetings with our ELL staff (both teachers and Para-professionals). This meeting will take place during one of the mandated 80 minute Monday professional development sessions. Our goal is to utilize this time to discuss academic and social concerns that pertain to our ELL population. We are going to follow the cycle of inquiry approach to analyze ELL student work in ELA and Math. Through collaborative discussion, teachers will be able to identify the academic gaps of their students in each performance level (1-4), will suggest various intervention strategies that have been proven to help in comparative analysis of student work and, will come to a consensus about the strategy/strategies they want to implement as their next steps in maximizing student achievement. As part of this protocol, teachers implement the strategy/strategies selected and bring outcomes to weekly horizontal (Grade Level- with Monolingual Educators) meetings and Vertical (Across the Grades - ELL Specific) where we participate in a second phase of data analysis which either capture achievement or lack thereof – leading into further inquiry, acquired/deepened learning, additional data proven best practices.

In order to make professional development sessions more relevant and meaningful, teachers were given the opportunity to submit a list of topics they feel they need further development on . The topics are as follows:

Differentiating instruction for our ELL students (all levels)

Supporting our ELL students with ELPS (based on student classification and needs)

Newcomer English Learners (NELS) and other students with limited English proficiency

Curriculum (ie Arabic into a Spanish population)

Supporting our ELL students with the new NYSESLAT

Due to the large variation of topics and the wealth of human resources we have within the ELL department, we will rely on the expertise and years of experience of many of our teachers. For example, Mr. Lucas who last year attended a workshop on Close Reading for ELL's and has been implementing what he learned in his classroom successfully, will turn-key to staff during an upcoming PD session which will equip/strengthen our staff's knowledge and understanding. In addition to human resources within the building, we will also use on-line resources (such as webinars) and book studies (such as Learning to Learn in a Second Language by ) to further educate our staff and continue increasing our knowledge and understanding of differentiating instruction

for students in different tier groups.

Furthermore, as briefly mentioned above, all Educators will continue to benefit from participating in weekly grade level meetings where Monolingual and ELL teachers share their differentiated practices as well as methodologies that have been proven (based on data) to most appropriately meet the individual needs of students in our population.

Focused on consistent professional development, we continue to educate our staff on the Multilingual Strategies of Translanguaging, the benefits and implementation of Bilingual Word Walls, and planning effective lessons as learned from the CUNY-New York State Initiative on Emergent Bilingual (NYSIEB) Leadership Team, which supported us in developing and implementing instructional improvement plans.

As it refers to PD topics that benefit all constituencies including Secretaries, Guidance Counselors, Administrators, etc. we have held and are planning workshops on:

- \* Bill of Rights of Parents of English Language Learners
- \* The Translation & Interpretation Unit & Hotline
- \* Communicating Effectively with Parents of English Language Learners
- \* Maintaining the CUM Records of an English Language Learner
- \* Registering an English Language Learner
- \* Proper Identification of Home Language
- \* Professional Interactions with Parents of English Language Learners (Respecting their Right to Privacy)

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

In supporting ELLs as they engage in the Common Core Learning Standards teachers of ELLs (have) and continue to receive and participate in the following professional development seminars/workshops/book studies:

- \* Go Math!
- \* I Ready
- \* Balanced Workshop Model
- \* Fisher & Frey Model
- \* Differentiating for ELLs
- \* Translanguaging
- \* Ratz Kids
- \* Word Study - Foundations & Wilsons
- \* Tiered Activities
- \* Project Based Learning
- \* Close Reading
- \* Curriculum Pacing/Mapping - Modifying for the English Language Learner
- \* Thematic Units of Studies
- \* Spotlight on Comprehension
- \* Teaching Language: 60/40, 50/50, 40/60...models
- \* Multiple Entry Points utilizing the Multiple Intelligences & Learning Styles
- \* Engaging Students in Learning
- \* Scope & Sequence

It is the goal and expectation of PS 33 that our English Language Learners acquire and perform at the same level as their monolingual (English) peers. It is for this reason that ELL teachers receive professional development that allow their ELL students equal access to not only the scope & sequence and the curriculum but also to the Core Curriculum Learning Standards via state mandated ELL modifications, differentiated/tiered activities, rigorous lessons, thematic units of study, and the Fisher & Frey Model for lesson delivery.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- The transition for ELL students from elementary to middle school is complex. Most students are apprehensive about taking this mile stone in their lives. We support ELL students moving forward, their parents and staff by providing them with the tools, resources and guidance through this transition. Our Guidance Counselor (who has been equipped with the articulation process - which includes but is not limited to inputting of applications on line, assisting families with understanding the middle school directory as well as how to make the best selection for their child, preparing for school interviews, preparing for the entry exams, and the building of portfolios when applicable) collaborates with teachers of ELLs to discuss the particular needs and interest of our their students. They utilize data from assessments, Progress Reports, Report Cards, NYSITELL and NYSESLAT scores, state test results, parental input, student's feedback and teacher observation to inform them of each student's needs and interest. Through this

discourse they evaluate the programs that middle schools offer to determine which one best meets the needs and interest of our ELLs. For example, schools like The International School for the Liberal Arts and Middle School 45, Aurora Academy; both offer bilingual programs which further support ELLs in language acquisition. The Parent Coordinator and Guidance Counselor use an assembly forum to invite fifth grade parents, teachers, and students to attend a comprehensive conversation about the moving up requirements and the programs that middle schools offer. Translation for ELL parents is provided simultaneously by the members of our vast Spanish speaking staff. During this time personnel from the middle schools also present and discuss the various programs their schools offer. We host an open house for parents to introduce them to staff members of middle schools for a questions and answers period and literature distribution. After consultation with teachers, students, parents, parent coordinator and participation in all the resources mentioned the Guidance Counselor assists students with the timely completion and submission of middle school application forms. Parents are informed of the dates for the upcoming events through fliers ( which are translated in Spanish and if necessary other language preferences), and our monthly calendar of events which the Parent Coordinator alongside the Guidance Counselor create and then distribute to students. We also ensure fliers and calendars are posted throughout the school building.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.

To meet the professional development requirements as per CR Part 154.2, PS 33 has planned a minimum of 15% total hours of professional development for all teachers as follows: One Monday a month (after-school for approximately 80 minutes) beginning in November, the ELL Supervisor, ELL Coach, or Qualified Designee will facilitate PD sessions that are ELL specific. Agendas, Minutes, sample work, teacher feedback, and attendance sign-in sheets (as applicable) will be kept in a binder in the ELL Coach's Office as well as in a Binder in the Principal's Office which will be labeled accordingly. As it refers to bilingual education/ENL teachers, PS 33 has planned a minimum of 50% total hours of professional development as follows: One of Four Horizontal/Grade Level Meetings a month will be focused on an ELL specific topic and the 1 Vertical Meeting that occurs monthly will be also ELL specific. Agendas, minutes, sample work, teacher feedback, and attendance sign-in sheets (each as applicable) will be kept in a binder in the ELL Coach's Office as well as in a binder in the Principal's Office.

## C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

To strengthen home and school connections with child, parent, and other staff during school we recognize and celebrate various holidays and events such as; Grandparents Day, Family Pictures with Santa, A Festival of International Cultures , and Mothers Day Presentation, to name a few. Our monthly calendar informs parents of all upcoming events and fliers are distributed in Spanish and English by our parent coordinator (are available in other languages upon request).

We provide professional development opportunities for staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community; our SLT parents are engaged in the teacher effectiveness protocol planning initiative to gain an understanding on how we can improve our practices, curriculum, and meeting the needs of their children. Note: that the SLT includes a parent representative for ELLs and SWD.

Our parent coordinator is involved in our entire parent out-reach initiative. She works closely with our bilingual supervisor, ELL coach, parents and program facilitators, to ensure that parent needs are met. She reviews and keeps a record of parent attendance during their visits.

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

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

Action Plan for Grades 3, 4 and 5: Parent of ELL-SWD in grades 3, 4, and 5 in self-contained setting participate in progress monitoring meetings. Parents with children in these grades are invited to attend orientation/informational meetings with the IEP teacher and bilingual coach, which is available for translation to discuss related issues, that includes the progress of their child as outlined in the IEP. During this time, parents are informed and invited to attend the common core Saturday initiative which further empowers them to meet the academic needs of their child. In addition, monthly workshops for parents will be scheduled to enable them to help their children at home. Our Parent Coordinator is available to parents who need information regarding their child's education. She keeps the parents informed about the services their children are entitled to. Letters are sent to parents on a regular basis to provide parents with important information to scheduled meetings. Parents needs are evaluated by reviewing parent surveys, during parent-teachers conference and other forms of inquiry. The Parent coordinator participates in various school/Community based organizations such as; The Boy Scouts, Dreamyards, and Missions Society.

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

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.

Records are kept in a labeled binder in the Parent Coordinator's Office and in the office of the specific facilitator - which may include but is not limited to the ELL Coach, ELL Supervisor/Assistant Principal, and/or in the Main/Principal's Office. Within the binder - Agendas, Sign-In Sheets, Minutes, Sample Work, Applicable forms/materials will be kept/recorded (as applicable). Binders as applicable will include notes on whether meetings were over-the-phone/phone conferences, in-person, individual (face to face), General (in auditorium) Meeting. Binders will also include form of outreach with some form of evidence - such as phone call records, copies of letters/invitations sent.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. As you know, our Chancellor, Ms. Carmen Farina, set aside 40 minutes every Tuesday for Parent Engagement meetings/activities with teachers. Whenever teachers need to schedule a meeting with the child's parent, they send an invitation translated in two languages. (Spanish and English) Teachers meet parents in their rooms and discuss the

academic/social matter affecting the student's performance. In addition to that, our parent coordinator sends out our student calendar each month to inform parents about cultural or instructional activities that are organized to keep parents involved their children's education such as Grandparent's Day, Picture Day with Santa and an ESL program for adults on Saturdays from 9am to 1 pm. The purpose of this is to assure that parents support their children and are role models for success. Method of notification is the same as noted above.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Our school partners with Community Based Organizations (CBO) that provide workshops and services to ELL parents. Mission Society is an afterschool program that provides homework assistance for students, service-learning opportunities that benefit the community and needed afterschool child care for working parents. We recently offered a Domestic Violence workshop to parents in English and Spanish and plan to do a follow up session in November during the Parent teacher Conference. Representatives from Safe Horizons and Officers from the Community Affairs unit of the 54 Precinct will coordinate this effort next month. For parents who understand/speak a language other than English, on-site translators are available in Spanish, English, French, Haitian-Creole, Polish, Silesian, Russian, Bengali, German, Maliano, Albanian, Hawsa, Twi, Fanti, and Portuguese. For other languages, we contact the Translation & Interpretation Unit provided by the DOE as necessary.
5. How do you evaluate the needs of the parents?  
At the beginning of each school year, administration receives the results of the School Environment Survey in which parents rate/communicate their opinion/provide feedback on the school and their child's education. The results of these surveys are assessed and communicated to teachers accordingly (teachers are given copies of the result). Meetings are conducted in which the school as a whole review and come up with strategies and activities that can address the needs and concerns of what parents reported. Additionally, we have an ELL Coach and a Parent Coordinator who act as liaisons between parents, administration and staff. They meet with staff and parents to assist with the needs of students as well as the needs of parents/guardians. Both, the parent coordinator and ELL Coach present parent concerns to administration. We are also listening to parents about what they are interested in learning, what would make it easier for them to be involved in their child's education, etc. Our workshops are then tailored based on the results of the parent surveys (given during ELL Parent Orientation Meeting(s) held by the ELL Coach) in which parents are asked specifically about topics/areas in which they would like to be further educated/developed in. The Parent Coordinator, conducts a Parents' Questionnaire in which areas such as student behavior, progress, comfort level, and opinions on school activities is surveyed. Additionally, teachers and school at risk counselors are a main source of information as to communicating the needs of parents. The ELL coach meets with teachers and counselors weekly to stay abreast of parent needs and plan meetings accordingly. Parent needs are also evaluated during relevant IEP meetings and SIT meetings in which ELL students are discussed and Parents are present. When meetings are held, parents who understand/speak a language other than English, on-site translators are available in Spanish, English, French, Haitian-Creole, Polish, Silesian, Russian, Bengali, German, Maliano, Albanian, Hawsa, Twi, Fanti, and Portuguese. For other languages, we contact the Translation & Interpretation Unit provided by the DOE as necessary.
6. How do your parental involvement activities address the needs of the parents?  
Our parent involvement activities are geared toward giving parents the knowledge they need to feel confident in communicating with their child's teacher and assisting their children academically at home. Some examples of workshops we provide at our school are: ELA Common Core Workshops, Math Common Core Workshops offered on Saturdays and/or during the Tuesday's Parent engagement period. Many of our parents are non-English speaking, from diverse cultures and based on their constant involvement in our school activities it is evident that they feel welcomed and encouraged to participate. Our goal is to ensure that parents understand that they matter and are important members of our school community and can rely on us for support. For parents who understand/speak a language other than English, on-site translators are available in Spanish, English, French, Haitian-Creole, Polish, Russian, Bengali, German, Maliano, Albanian, Hawsa, Twi, Fanti, and Portuguese. For other languages, we contact the Translation & Interpretation Unit provided by the DOE as necessary.

#### **D. Additional Information**

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

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

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

- The curriculum will continue to be integrated across disciplines and real life applications will continue to be related to student experiences.

- \* We are committed to ensuring that our ELLs acquire and perform at the same level as their monolingual peers through differentiated, tiered activities and Project based learning that allows students access to the learning through multiple entry points and through their learning style, multiple intelligence and the Fisher and Frey Model .

- ELL students become independent learners who can take responsibility for their own learning (cooperative learning is used extensively).
- A good majority of our ELL students have exceeded our General Education student population as our last few Graduating Class Valedictorians and Salutatorians are former ELLs.

School Name: **Timothy Dwight**

School DBN: **10X033**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Lynette Santos	Principal		
Ms. Margarita Ceara	Assistant Principal		
Ms. Denise Ledesma	Parent Coordinator		
Ms. Kakuna Davis	ENL/Bilingual Teacher		
Ms. Ana Marin	Parent		
Ms. Janice Vilorio/Bilingual	Teacher/Subject Area		
Mr. Carl Wassman/ENL-ESL	Teacher/Subject Area		
Ms. Marisol Roman-Soto	Coach		
Ms. Elizabeth Lluveras	Coach		
Mr. Michael Weisel	School Counselor		
Melodie Mashel	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **10X033**

School Name: **PS33 The Timothy Dwight School**

Superintendent: **M**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

To assess language preferences of the parent community for both written and oral communication, we have several systems/practices in place. To begin, we ask that all parents/guardians register in person. When coming in to register their child, parents/guardians are greeted by bilingual (Spanish/English) personnel who informally determine the preferred language of the parent/guardian through simple questioning within a conversation. If the parent's preferred language of communication is English or Spanish, the individuals (Pupil Accounting Secretary/Family Worker) registering the child proceed to register the child accordingly and note parent's language preference on all paperwork (as indicated below) and on ATS as required. If it is determined that a parent has a language other than English or Spanish, Pupil Accounting reaches out to the Language Access Coordinator (LAO) who then proceeds with the registration process by either reaching out to staff members who are point contact for the specific language, call the Department of Education Translation & Interpretation Hotline, and/or supply the parents with resources and materials in their preferred language of communication. Within the registration process (in the parent's/guardian's preferred language), parents complete the HLIS, Student Emergency Contact Cards, and the NYC Department of Education Language Preference Form (which render the parent/guardian the opportunity to communicate/select the language they prefer for oral and written communication) with the help of the ELL Coach/LAC.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Parents' preferred languages for both written and oral communication are:

- \*English
- \*Spanish
- \*Bengali
- \*Arabic
- \*Vietnamese
- \*Soninke
- \*Swahili
- \*Mandarin
- \*Chinese
- \*Sanskrit
- \*French
- \*Fulani
- \*American Sign Language
- \*Araucanian

Note: To help ensure that all staff is aware and communicates with parents/guardians in their language of preference, Language Access Coordinator periodically prints a RAPL report which identifies the preferred language of every parent as indicated on the HLIS, student blue card, and/or the NYC Language Preference Sheet. Data gathered from this report helps us keep teachers (and other staff as applicable) informed of parents' language preference. This regularly updated information helps teachers plan for translation and interpretation services to effectively, positively, and productively communicate with parents.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The following documents are typically disseminated annually in English and Spanish:

- \* Newsletters
- \* Calendars (Monthly)
- \* Parent-Teacher Conference Announcements
- \* After-School Program Information
- \* New York Testing Dates Memorandum
- \* Invitation to Parent Orientation Meetings/ Parent Meetings
- \* Letters from School Administrators
- \* Letters from the Parent Association

Note: Upon parent/guardian request, above documents are translated in parents preferred language with the assistance of either an on-site translator or with the assistance from The Translation and Interpretation Unit.

- List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

PS 33X typically meet with parents formally face-to-face during:

- \* Registration (Upon registering students - typically September),
- \* Parent /Teacher Meet & Greet (September)
- \* Parent Orientation Meeting (September through October, on-going upon student enrollment)
- \* Parent Sessions (Tuesday Afternoons)
- \* Parent/Teacher Curriculum Night (September)
- \* Parent/Teacher Conferences (4x Annually - as indicated by the D.O.E.)
- \* Parent ESL Classes (Saturdays beginning in October)
- \* Parent Association Meetings (Through-out the year beginning in October)
- \* Parent Coordinator Meetings (Through out the year beginning in October)
- \* SAPIS Counselor - Parent Workshops ( A minimum of 2x a year)
- \* Attendance teacher and Family Worker meet with parents in reference to attendance needs (As necessary through out the year)
- \* SIT Committee meets with parents to review and discuss Interventions (As necessary through out the year)
- \* IEP Team meets with parents to review, discuss, and finalize IEP's.

### **Part C: Providing Language Assistance Services**

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- Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

PS 33X meets identified translation needs indicated in Part B by utilizing in-house staff, the Parent-Association, community materials/ human resources, and resources from the DOE Intranet. Facilitators involved ensure timely provision of the translated documents to parents through open-communication with on-site staff responsible for the (direct/indirect) translation of documents.

- Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

PS 33X meets identified translation needs indicated in Part B by utilizing on-site interpreters provided in house by school staff in the languages of Spanish, French, Haitian-Creole, Polish, Silesian, Russian, Bengali, German, Maliano, Albanian, Hawsa, Twi, Fanti, Portuguese, Punjabi, and Urdu. If/when necessary we contact the DOE Interpretation Unit for over-the-phone interpreters. When on-site interpreters are required, appointments are set up to support us with languages such as: Soninke,

Sanskrit, and Araucanian. Parents may also choose to rely on an adult friend/companion or relative for language and interpretation services.

## Part D: Training Staff on Policies and Procedures

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

PS33X will ensure that all staff members are aware of how to use translation services via an on-site staff meeting that will be facilitated by the Language Access Coordinator and informational Memorandum which will include how to use translation & interpretation services. All staff members have received a copy of the "I speak..." card which includes the phone number for over - the- phone interpretation.

## Part E: Providing Notice of Language Assistance Services

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

### PS 33X:

- \*Provides each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities,
- \*Ensures that a sign (in the most prominent covered languages) indicating the availability of interpretation services is posted in a conspicuous location at or near the primary entrance to the school.
- \*Will ensure that school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.
- \*Will obtain documents and information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services from the Department's website via the DOE Translation and Interpretation Unit's Intranet site:  
[http://intranet.nycboe.net/SchoolSupport/translation\\_and\\_interpretation\\_unit](http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit).

## Part F: Monitoring and Quality Control

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

PS33X will gather feedback from parents on the quality and availability of services via a parent survey, face to face conversations, and/or a focus group of parents inclusive of all cultures and languages represented in our school. This will happen periodically pursuant of the meetings indicated on Part B, Question 2.