



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	09X070
School Name:	P.S. 070 MAX SCHOENFELD
Principal:	KERRY CASTELLANO

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: PS70 THE MAX SCHOENFELD SCHOOL School Number (DBN): 09X070
K-5
Grades Served: _____
School Address: 1691 WEEKS AVE, BRONX, N.T. 10457
Phone Number: 718-583-6000 Fax: 718-583-6006
School Contact Person: KERRY CASTELLANO Email Address: KCASTEL@SCHOOLS.NYC.GOV
Principal: KERRY CASTELLANO
UFT Chapter Leader: JONATHON ALEJANDRO
Parents' Association President: Ericka Lee
SLT Chairperson: SILKIA MELENDEZ
Title I Parent Representative (or Parent Advisory Council Chairperson): Ezekiel Lyons
Student Representative(s): N/A
N.A.

District Information

District: 9 Superintendent: LETICIA RODRIGUEZ ROSARIO
1245 Washington Ave, Bronx 10456
Superintendent's Office Address: LROSARIO2@SCHOOLS.NYC.GOV
Superintendent's Email Address: _____
Phone Number: 718-579-7143 Fax: 718-410-7017

Borough Field Support Center (BFSC)

BFSC: Bronx, District 9 Director: Jose Ruiz
1 Fordham Plaza, Bronx, NY 10458
Director's Office Address: _____

jruiz2@schools.nyc.gov

Director's Email Address:

718-828-7776

718-828-6280

Phone Number:

Fax:

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)
KERRY CASTELLANO	*Principal or Designee	
JONATHAN ALEJANDRO	*UFT Chapter Leader or Designee	
ERIKA LESS	*PA/PTA President or Designated Co-President	
CHRISTINE LOPEZ	DC 37 Representative (staff), if applicable	
Ezekiel Lyons	Title I Parent Representative (or Parent Advisory Council Chairperson)	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
SILKIA MELENDEZ	Member/TEACHER, CHAIRPERSON	
NANDINE FERGUSON	Member/TEACHER	
JELITSA HERNANDEZ	Member/TEACHER	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
AMALFI ABREU	Member/ TEACHER	
DIANE JONES	Member/PARAPROFESSIONAL	
JOSE OTERO	Member/ PARENT	
MICHELLE RAMOS	Member/PARENT	
DIANA TORRES	Member/PARENT	
SILVANA SANCHEZ	Member/PARENT	
HILDA NAVARRO	Member/PARENT	
	Member/	
	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.

Context:

PS 70 is situated in the South Bronx and has a student population of 1,355, with 73.51% Hispanic, 24.58% Black, 0.74% White, 11 Asian, 3 Native Hawaiian/Pacific Islander & Multi-Racial . We have 24.13% ELLs and 17% SWD students. In addition, our population is made up of 49.82% Female and 50.18% Male.

We have a high degree of mobility and we are in the top 1% of all NYC schools with a high percentage of students living in shelters in this school community, that is, 237 students representing 18% of our school population.

Mission Statement:

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

In order to work toward our mission we set strategic goals each year and these are widely distributed and highlight avenues for participation by representatives of the whole school community.

Strengths and Accomplishments:

- We have a structure of teams that meet on a regular basis for collaborative decision making in support of their team goal. In addition to grade level teams K-5, we have: Instructional Literacy Team (7 members, AP), Instructional Math Team (7 members, Principal), SLT (8 members, Principal), Professional Development Team (7 members, Principal), MOSL Team (3 members, Principal), Mentoring Team (2 members), AIS Team (12 members), Child Study Team (4 members, AP), RTI/SIT Team (3 members, AP), Building Response Team (8 members, 2 Aps, Principal), Safety Instructional Leaders (7 members), Mobility Team (6 members), Teacher Round Team (3 lead members) and Attendance Team (8 members, AP). This collaborative team structure provides strong support for our school goals; student achievement and pedagogical improvement. Additionally, we have a strong commitment to the use of technology within classrooms via means of SMART boards and laptops, purchased to engage students in high interest activities such as interactive movements of math tools, to visually formulate and express math equations, thus engaging students in meaningful work.
- PS 70 strategically aligns support to maintain a safe and inclusive culture which permeates throughout the school, encouraging adult and student learning and to increase student academic and personal growth. In collaboration with the parent coordinator, teachers, and parent teams make school improvements via presentations of workshops that include the Common Core Learning Standards (CCLS), English as a Second Language (ESL) and Special Education workshops to support families to develop an understanding of the demands of the CCLS to best support their children.
- Our curriculum includes the arts that form an important component to the overall academic that we provide at PS 70. Students are able to explore dance, music and visual arts throughout their learning experience across the grades. We work with classroom teachers to incorporate the arts across the curriculum, whenever possible as well as our implementation of visual arts and dance, for classes in multiple grades during the school day. After-school students also have opportunities to engage in dance with school teachers, and professionally taught music classes, so that as many students as possible are able to participate. As our students grow, the arts provide them with well-rounded experiences that augment their development as scholars.

- One of the strengths of the school's SCEP is that our action plan was developed by a team of administrators, teachers, staff and parents. The goals were developed with new initiatives from New York State and New York City, specifically the common core curriculum and the Charlotte Danielson Framework.

Quality Review 2014-15:

Instructional Core

1.1 Curriculum – Well Developed

1.2 Pedagogy – Proficient

2.2 Assessment - Proficient

School Culture

3.4 High Expectations - Proficient

Systems for Improvement

4.2 Teacher Teams and Leadership Development - Proficient

Challenges:

- Areas of improvement included specific components of the Charlotte Danielson Framework, specifically 3b and 3d. There was also an overall improvement in a reduction of superintendent's and principal's suspensions, as well as an increase in parent participation.
- One of the biggest challenges was the introduction of the Common Core Curriculum and the new NYSELA and Math tests and how to incorporate that into our action plan. It was decided to focus on specific components of the Charlotte Danielson Framework in order to be clear and consistent in our academic focus for our school.
- We have a high degree of mobility, and our research into this has revealed that 40% of students that began in Kindergarten are currently still enrolled in Grade 5 in 2015. Therefore 60% of 5th grade students are new to our school throughout their elementary school years.

Partnerships:

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

Key Areas for Focus in 2014-15:

- Continued PD on Danielson Domain 3d Assessment - Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing at how they are doing and at how their work can be improved. The Danielson rubric states that for feedback to be valuable it must be timely, constructive, and substantive and must provide students with the guidance they need to improve their performance. We will focus on working with teachers to encourage them to address writing issues with their students, either in small group or individual settings as well as with their entire class, during the mini lesson.

- Professional Development and Onsite School Support - We have partnered with a number of outside professional organizations including Columbia University Teachers College, Fordham University (ELL consultancy) and 2 teams of our teachers from Grade 1 and 4/5 will trial 'Teacher Rounds' a program that has connections to authors from Harvard University. Ms Salavert (Fordham University) is supporting our K-1 pilot Dual Language program by conducting PD throughout the 2015-16 school year.
- Providing Constructive Feedback Geared Toward Improvement of Future Writing -Learning to write is an apprenticeship and the support that yields the greatest result is provided at the point of need, so they will save time and energy in classes by making use of small group guided practice. Many student writers, especially those who have limited control, need expert guidance in a small-group setting, as they attempt to bridge the gap between the teacher's modeling and their own independent writing.
- Helping Students Analyze and Revise their Writing - For revision to be authentic, students must first believe that their writing can be improved, and second, they must have a variety of tools to choose from when revising. Most importantly, students must also *want* to improve the writing, which means they have to care about what they're writing, and therefore be fully engaged. With the guidance of Teachers College consultants we will develop our skills in this regard and expand our use of mentor texts as a strategy that will help students become more engaged in locating suitable mentor texts to improve their own writing drafts.

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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> 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. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader 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
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> 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. 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. 		
<p>NYSELA & MATH outcomes 2014-15</p> <ul style="list-style-type: none"> 59 Grade 3, 4 and 5 students achieved proficiency levels 3 and 4 in the New York State ELA Tests 2015 106 Grade 3, 4 and 5 students achieved proficiency levels 3 and 4 in the New York State MATH Tests 2015 While this outcome is disappointing we are pleased to report that Grade 4 and 5 students achieved 52% Growth overall in ELA and 57.5% Growth overall in Mathematics. <p>NYS 2015 Test data by subgroup:</p> <ul style="list-style-type: none"> 2.7% ELL students achieve proficiency levels in NYSELA and 9.9% in NYS Mathematics; 0.8% SWD students achieved proficiency level in NYSELA and 2.4% in NYS Mathematics; 4.1% Males achieved proficiency levels in NYSELA and 13.8% in NYS Mathematics; 8.8% Females achieved proficiency levels in NYSELA and 18.1% in NYS Mathematics; 9.5% Hispanic students achieved proficiency levels in NYSELA and 16.4% in NYS Mathematics; 5.6% Hispanic students achieved proficiency levels in NYSELA and 11.2% in NYS Mathematics. 		

Quality Review 2014-15

Instructional Core

1. 1 Curriculum – Well Developed
1. 2 Pedagogy – Proficient
1. 2.2 Assessment - Proficient

School Culture

3.4 High Expectations - Proficient

Systems for Improvement

4.2 Teacher Teams and Leadership Development – Proficient

Writing Assessment:

We conducted an analysis of the K-5 Baseline Writing outcomes and compared this with the K-5 End-line Writing Outcomes and found a wide variety in the instructional approach. As writing represents thinking and writing in English poses a significant challenge for our Spanish speaking students in particular, in 2015-16 we will focus on promoting student achievement in writing through a coherent and explicit instructional approach. It is through the writing process that we aim to encourage students to sharpen both in their thinking and their reading skills, as well as their writing.

It must be noted that of a 2014-15 student population of 633 in grades 3, 4 and 5, 471 students are Hispanic and in the surrounding community Spanish is a dominant language spoken.

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—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 all teachers will engage in inquiry work, examining best practices and promoting student achievement through five CCLS aligned exemplar lessons and associated student work samples, resulting in improved learning outcomes, as measured by an overall 3% growth in student proficiency in ELA, Math and Science, on the 2016 NYS Tests.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> • ALL staff informed of the major findings on a comparison of the Writing Baselines & Endlines 2014-15 (Sept'15) • Instructional Focus drafted to support planning • Administrators schedule K-5 support with 	<p>All teachers</p>	<p>September 2015 to June 2016</p>	<p>Supervisors, Consultants, Nominated Inschool Personnel</p>

<p>Teachers College & Teaching and Math Matters Consultancy (June/Aug/Sept'15)</p> <ul style="list-style-type: none"> • TC Consultants (2 for K-4) review the WRITING PROCESS with their specific grade teams (Sept'15) • Teaching Matters Literacy Consultant for Grade 5 • Consultants provide inclass support, coaching and modeling to support professional learning for all teachers, as necessary & in collaboration with their supervisors (Sept'15 – May'16) • Professional Development Team plan and schedule two cycles of PD. All staff will sign up for cycle 1 and presenters nominated • PD Schedule for Cycle 1 is circulated and scheduled, while presenters prepare their 4month PD Curricula to present to the principal 			
<ul style="list-style-type: none"> • Teams agree on the <i>Protocols for Examining Student Work Samples in Literacy</i> to ensure grade & school wide coherence (Oct'15) • This will be supported by consultants to conduct a practice 	Grade teams	September 2015 to June 2016	Consultants, Instructional Leaders, team leaders

<p>session using the agreed Protocol for Examining Student Work (Oct'15)</p> <ul style="list-style-type: none"> • conducts Inquiry Sessions to make up a series of 3, from October to February, 2016 • Close attention will be paid to scaffolding ELL learners and those students with an IEP during grade team meetings to ensure we have tiered tasks written into each unit of study. 			
<ul style="list-style-type: none"> • Team reviews define & record successful strategies for teaching writing in literacy, on agreed formats • The findings that are deemed supportive for our students are collected by each grade team (Jan/Feb'16) • An overall written analysis of findings is returned to each team for review (Feb/Mar'16) • All parents are supported in understanding the level of rigor required and given strategies for support their children at home, at Parent/Teacher Conferences 	All teachers	September 2015 to June 2016	Instructional Leaders, Consultants, Grade Team Leaders
<ul style="list-style-type: none"> • Teams select their exemplar student work samples along with the exemplar 	Grade teams	September 2015 to June 2016	Instructional Leaders, grade team leaders, teachers

lessons that support improved rigor in writing in literacy (May'16) <ul style="list-style-type: none"> Findings integrated into unit & lesson plans (Mar/June'16) Instructional leaders review ALL available data (TC Running Records, Writing Baseline/Endline, I-Ready, Unit assessment(s)) for impact of this Inquiry Goal Setting for SCEP(June '16) 			
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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 for staff, After School and ELL targeting for literacy, PTA funded Homework Packets, per session funding for teacher teams to plan instruction using student work samples and to ensure CCLS alignment											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21st Century	X	C4E
X	Title I 1003(a)	X	Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant	X	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.	
February Benchmark <ul style="list-style-type: none"> 2% improvement across the school as shown in the I-Ready data Baseline, Endline Writing (June comparisons showing significant improvement in the grade level rubric) 50% each class move 1 level as assessed by the TC Running Records 	
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 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>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> 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. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school 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>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> 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. 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. 		
<p>-Student population:</p> <ul style="list-style-type: none"> At this time there are 286 students registered for temporary housing, shelters, and doubled up 96% students are eligible to receive Free Lunch 3% students eligible for reduced cost lunch 26.30% school population in (350 students) are classified English Language Learners 17% or 107 Special Education students 55% or 572 parents took the School Survey (citywide average is 49%) 81% or 76 teachers took the School Survey (citywide 81%) 90% of parents taking the survey provided ‘Positive Responses’ 86% of teachers taking the survey provided ‘Positive Responses’ <p>-Quality Review 2014-15:</p> <p>Instructional Core</p> <p>1.1 Curriculum – Well Developed</p>		

1.2 Pedagogy – Proficient

2.2 Assessment - Proficient

School Culture

3.4 High Expectations - Proficient

Systems for Improvement

4.2 Teacher Teams and Leadership Development - Proficient

- State Scores by Grade in Mathematics

- 3rd grade – 15.3%
- 4th grade – 17.0%
- 5th grade – 15.7%

- State Scores by Grade in ELA

- 3rd grade – 10.3%
- 4th grade – 11.4%
- 5th grade – 5.8%

-NYS 2015 Test data by subgroup:

- 2.7% ELL students achieve proficiency levels in NYSELA and 9.9% in NYS Mathematics;
- 0.8% SWD students achieved proficiency level in NYSELA and 2.4% in NYS Mathematics;
- 4.1% Males achieved proficiency levels in NYSELA and 13.8% in NYS Mathematics;
- 8.8% Females achieved proficiency levels in NYSELA and 18.1% in NYS Mathematics;
- 9.5% Hispanic students achieved proficiency levels in NYSELA and 16.4% in NYS Mathematics;
- 5.6% Hispanic students achieved proficiency levels in NYSELA and 11.2% in NYS Mathematics.

We will have a continued focus on the creation and maintenance of a supportive social and emotional environment.

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 –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, all students will participate in a comprehensive social, emotional education designed to improve ability to make responsible, mature decisions that will *promote* engagement with learning, resulting in a 10% reduction in incident reports and suspensions.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> • School Counselor Team devise Social/Emotional Education Program to support student self-monitoring of behavior (Aug/Sept'15) • Administration set up schedule for delivery once a month to ALL students (Sept'15) 	<p>School community</p>	<p>Aug/Sept '15</p>	<p>School Counselor team Administration</p>

<ul style="list-style-type: none"> • IEP team, School Counselors & Administration select students for Intensive Program (Bi monthly 2015-16) • Administration set up schedule for delivery of intensive program to nominated student groups (Sept'15) • We reduced the number of A.P.s from 5 to 4 and hired an additional Social Worker to support this work • Parents, students and teachers of those nominated contacted (Sept'15) • Regular intervention is scheduled by teacher by student (Sept'15) • All students (both programs) goal setting (Sept/Oct '15) 	School community	September 2015 to June 2016	School Counselor team Administration
<ul style="list-style-type: none"> • Students, new to the school, or who require intervention support are added to the list (continuously 2015-16) • Supervisors record incidence reports & suspension rate for students in Intensive Program (Sept-June 2015-16)Supervisors continuously monitor incidence reports & suspension rate for all students (Sept-June 2015-16) 	School community	September 2015 to June 2016	School Counselor team Administration

<ul style="list-style-type: none"> • Mid-year Review of the data by the School Counselor & Administration (Jan '16) • Adjustments made, nominated students for Intensive Program reviewed (Jan'16) • End-year review & goal setting for SCEP (June '16) 	School community	January 2016 to June 2016	School Counselor team Administration
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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.											
<ul style="list-style-type: none"> - Meetings and outreach for parents - Data analysis of official reports and level and location of infractions - After School and Saturday Programs - Incentive celebrations, for example special assemblies in the auditorium - Educational incentive prizes - Gotcha cards to encourage and re-enforce positive behavior 											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century	X	C4E
X	Title I 1003(a)	X	Title III	X	PTA Funded		SIG or SIF Grant	X	School Success Grant	X	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.
2% reduction of monitored incident reports and suspensions by the end of January 2016
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 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> 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. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	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
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> 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. 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. 		
<p>-Student Population</p> <p>At this time there are 286 students registered for temporary housing, shelters, and doubled up</p> <ul style="list-style-type: none"> 96% students are eligible to receive Free Lunch 3% students eligible for reduced cost lunch 26.30% school population in (350 students) are classified English Language Learners 12.04% or 107 Special Education students 55% or 572 parents took the School Survey (citywide average is 49%) 81% or 76 teachers took the School Survey (citywide 81%) 90% of parents taking the survey provided ‘Positive Responses’ 86% of teachers taking the survey provided ‘Positive Responses’ <p>- Quality Review 2014-15</p> <p>Instructional Core</p> <p>1.1 Curriculum – Well Developed</p> <p>1.2 Pedagogy – Proficient</p>		

2.2 Assessment - Proficient

School Culture

3.4 High Expectations - Proficient

Systems for Improvement

4.2 Teacher Teams and Leadership Development – Proficient

- State Scores by Grade in Mathematics

- 3rd grade – 15.3%
- 4th grade – 17.0%
- 5th grade – 15.7%

- State Scores by Grade in ELA

- 3rd grade – 10.3%
- 4th grade – 11.4%
- 5th grade – 5.8%

-NYS 2015 Test data by subgroup:

- 2.7% ELL students achieve proficiency levels in NYSELA and 9.9% in NYS Mathematics;
- 0.8% SWD students achieved proficiency level in NYSELA and 2.4% in NYS Mathematics;
- 4.1% Males achieved proficiency levels in NYSELA and 13.8% in NYS Mathematics;
- 8.8% Females achieved proficiency levels in NYSELA and 18.1% in NYS Mathematics;
- 9.5% Hispanic students achieved proficiency levels in NYSELA and 16.4% in NYS Mathematics;
- 5.6% Hispanic students achieved proficiency levels in NYSELA and 11.2% in NYS Mathematics.

As a result of our review this goal is designed to continue to support a focus on deepening rigor in planning and instruction by teacher teams to collaborate to ensure student progress.

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—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teacher teams will collaborate to use assessment data to monitor student learning and adjust teaching strategies for a more rigorous course of study, to promote improved student learning outcomes, as measured by an overall 3% growth in student proficiency in ELA, Math and Science, as evidenced on the 2016 NYS Tests.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> • Teachers review NYS Test data (growth by grade by class by individuals) (Aug/Sept'15) • Examine Item Analysis (if/when available – issues compared with 2013-14?) (Sept/Oct'15) • Grade teams workshop the annotated 2015 released state test questions (Sept/Oct'15) 	<p>All teachers</p>	<p>Sept. – Oct '15</p>	<p>Administrators, Grade leaders All teams Consultants</p>

<ul style="list-style-type: none"> • Strategize in teams regarding particular items/CCLS of concern (Sept/Oct'15) 			
<ul style="list-style-type: none"> • Conduct Baseline assessments, scan & upload MOSL (Oct'15) • Review Baseline data to strategize (Oct'15) • Students individual goal setting (Oct/Nov'15) • Examine growth/no growth & who – strategize intervention &/or enrichment approaches (Dec/JanDevise Extended Day lists of targeted students)(Oct'15) 	All teachers	Oct-Nov'15	Instructional leaders, Grade team leaders
<ul style="list-style-type: none"> • Unit assessments (monthly ongoing 2015-16 for ELA & Math) • TC Running Records conducted in Sept'15 • Grade teams review the results and plan instruction based on this assessment (March'16) • I-Ready conducted at regular intervals from September 2015 to June 2016 • Teams devise action plans for Test Prep based on all available student assessment information (March'16NYSELA (April 5 – 7, 2016) NYS Math (April 13- 	All teachers	March - June 2016	Instructional leaders, Grade team leaders

15, 2016) NYS Sc. 1 (May 25, 2016) NYS Sc.2 (June 6, 2016)			
<ul style="list-style-type: none"> Conduct Endline, I-Ready, TC Running Record & selected student work samples (May'16) Examine growth/no growth & who (May/June'16) Goal Setting for SCEP(June'16) 	All teachers	May - June 2016	Instructional leaders, Grade team leaders, Parent Coordinator

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.											
Consultancy, per session for planning, TC Units of Study (Literacy), Guided Reading resources, Intervention kits, Core Curriculum, Assessments (I-Ready)											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21st Century	X	C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant	X	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.
-As a result of our structures and planning, we will have established coherence across grades and subjects as we promote college and career readiness and routinely require all students to demonstrate their thinking.
-Teacher teams will monitor in school and standardized assessment data (units & mid unit tests, writing assignments, running records, I-Ready in ELA, Writing and I-Ready for Math) as a midyear benchmark and will determine the next steps for June 2015
This will be measured by an increase of the TCRWP Fountas and Pinnell levels by at least 2 levels across the grades
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 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> 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. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	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
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> 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. 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. 		
<p>- Quality Review 2014-15</p> <p>Instructional Core</p> <ul style="list-style-type: none"> 1.1 Curriculum – Well Developed 1.2 Pedagogy – Proficient 2.2 Assessment - Proficient <p>School Culture</p> <ul style="list-style-type: none"> 3.4 High Expectations - Proficient <p>Systems for Improvement</p> <ul style="list-style-type: none"> 4.2 Teacher Teams and Leadership Development – Proficient <p>-Student Population</p>		

- At this time there are 286 students registered for temporary housing, shelters, and doubled up
- 94% students are eligible to receive Free Lunch
- 3% students eligible for reduced cost lunch
- 26.30% school population in (350 students) are classified English Language Learners
- 12.04% or 107 Special Education students

-School Survey

- 55% or 572 parents took the School Survey (citywide average is 49%)
- 81% or 76 teachers took the School Survey (citywide 81%)
- 90% of parents taking the survey provided ‘Positive Responses’
- 86% of teachers taking the survey provided ‘Positive Responses’

- State Scores by Grade in Mathematics

- 3rd grade – 15.3%
- 4th grade – 17.0%
- 5th grade – 15.7%

- State Scores by Grade in ELA

- 3rd grade – 10.3%
- 4th grade – 11.4%
- 5th grade – 5.8%

-NYS 2015 Test data by subgroup:

- 2.7% ELL students achieve proficiency levels in NYSELA and 9.9% in NYS Mathematics;
- 0.8% SWD students achieved proficiency level in NYSELA and 2.4% in NYS Mathematics;
- 4.1% Males achieved proficiency levels in NYSELA and 13.8% in NYS Mathematics;
- 8.8% Females achieved proficiency levels in NYSELA and 18.1% in NYS Mathematics;
- 9.5% Hispanic students achieved proficiency levels in NYSELA and 16.4% in NYS Mathematics;
- 5.6% Hispanic students achieved proficiency levels in NYSELA and 11.2% in NYS Mathematics.

-Analysis of the Danielson Observation Data 2014-15 revealed a major weakness in Domain 3:

- 3b 22% Developing/Ineffective
- 3d 15% Developing/Ineffective
- 3c 11% Developing/Ineffective

- Having evaluated the effectiveness of the school- level decisions, adjustments have been made, as needed, to increase the coherence of policies and practices across the school, with particular attention to the CCLS.

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– Specific, Measurable, Achievable, Relevant, and Time-bound.

Teachers rated as 'Developing' in Domain 3 based on Advance 2014-15 data, will be provided with targeted support to promote effective instructional practices, as evidenced in June 2016 by a 10% improvement in the percentage of 'Effective' ratings.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<ul style="list-style-type: none"> • ADVANCE data by teacher by Domain examined & analyzed (June '15) • Teachers with consistent 'Developing' ratings in Domain 3 selected or targeted improvement (Aug'15) 	<p>All teachers</p>	<p>Aug – Sept 2015</p>	<p>Instructional Leaders Administrators</p>

<ul style="list-style-type: none"> • Two stream Professional Development Plan drawn up by Administration (one for ALL & one for targeted) • All teachers receive overall ADVANCE data & goal set based on their specific learning needs 			
<ul style="list-style-type: none"> • PD Streams 1 & 2 schedules begun (Oct'15) • Meeting with individual targeted teacher to design an action plan based on learning needs (Oct'15) • 3 inschool intervisitations scheduled with specific focus for each individual targeted teacher (Oct'15) • Targeted teachers, each paired with a 'Buddy teacher" is arranged (Oct'15) • Intervisitation & PD schedules followed (Oct'15 – Feb'16) 	All teachers	Oct 2015	Instructional Leaders Administrators
<ul style="list-style-type: none"> • Data Tracking spread sheet devised for targeted teachers over 4-6 observations • Regular meeting with supervisor to track progress toward their professional learning goal (Ongoing) 	All teachers	September 2015 to June 2016	Instructional Leaders Administrators

<ul style="list-style-type: none"> • ADVANCE & tracking sheets updated for each teacher (Ongoing) • Final review meeting between supervisor and nominated teacher (May '16) • Goal Setting for SCEP (June '16) 	All teachers	September 2015 to June 2016	Instructional Leaders Administrators
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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.											
<p>-Out of class for intra- and inter visitations per diem fund</p> <p>-PD involving resources/materials</p> <p>- Coverage’s for mentoring, as required</p> <p>- Supervisor’s scheduling of observations to ensure targeting of all teacher</p> <p>- Scheduling for 1:1 timely & actionable feedback</p> <p>- Time scheduled for in class support and planning for teachers, as required</p> <p>- Schedule weekly grade team meeting to review student work, to support gaps in understanding teaching practices</p> <p>- Consultancy support</p> <p>- Per session funding for planning</p>											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century	X	C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant	X	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.
Cabinet will review collated Observation data for significant trends.
PD support will planned and provided, with goal setting by the teacher(s) concerned and follow up support.
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>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> 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. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school 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>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> 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. 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. 		
<p>- At this time there are 286 students registered for temporary housing, shelters, and doubled up</p> <ul style="list-style-type: none"> 94% students are eligible to receive Free Lunch 3% students eligible for reduced cost lunch 26.30% school population in (350 students) are classified English Language Learners 12.04% or 107 Special Education students 55% or 572 parents took the School Survey (citywide average is 49%) 81% or 76 teachers took the School Survey (citywide 81%) 90% of parents taking the survey provided ‘Positive Responses’ 86% of teachers taking the survey provided ‘Positive Responses’ <p>-Quality Review 2014-15:</p> <p>Instructional Core</p> <p>1.1 Curriculum – Well Developed</p> <p>1.2 Pedagogy – Proficient</p> <p>2.2 Assessment – Proficient</p>		

School Culture

1. High Expectations – Proficient

Systems for Improvement

4.2 Teacher Teams and Leadership Development – Proficient

- State Scores by Grade in Mathematics

- 3rd grade – 15.3%
- 4th grade – 17.0%
- 5th grade – 15.7%

- State Scores by Grade in ELA

- 3rd grade – 10.3%
- 4th grade – 11.4%
- 5th grade – 5.8%

-NYS 2015 Test data by subgroup:

- 2.7% ELL students achieve proficiency levels in NYSELA and 9.9% in NYS Mathematics;
- 0.8% SWD students achieved proficiency level in NYSELA and 2.4% in NYS Mathematics;
- 4.1% Males achieved proficiency levels in NYSELA and 13.8% in NYS Mathematics;
- 8.8% Females achieved proficiency levels in NYSELA and 18.1% in NYS Mathematics;
- 9.5% Hispanic students achieved proficiency levels in NYSELA and 16.4% in NYS Mathematics;

5.6% Hispanic students achieved proficiency levels in NYSELA and 11.2% in NYS Mathematics.

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—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—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 we will promote increased parental involvement in their child's education, as reflected in at least an additional 4% attendance at school sponsored events and activities

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Communications are regularly distributed to the entire school community that outlines monthly units of study being undertaken by each grade along with expected learning outcomes;</p> <p>Parents receive teacher invitations to make appointments for discussion during the scheduled Parent Engagement Periods on Tuesdays</p>	<p>All Families</p>	<p>September 2015 to June 2016</p>	<p>Instructional Leaders, Parent Coordinator</p>

<p>The Parent Coordinator plans, schedules and widely advertises Parent Workshops. She conducts each workshop, with the assistance of Instructional Leaders, as appropriate. Some of the topics on the Parental Engagement 2015-16 scheduled include:</p> <ul style="list-style-type: none"> • Kindergarten at its Best • Let’s Peek into 1st Grade • Healthy Start to Our New School Year • Grade 2 Full Speed Ahead, • Pushing the Limits in Grade 3 • Pulling out all the Stops in 4th Grade • Soaring to New Heights in 5th Grade • Bilingual/ESL <p>The Parent Coordinator provides translations for all communications to be sent home/or as required</p>	<p>All Families</p>	<p>September 2015 to June 2016</p>	<p>Instructional Leaders, Parent Coordinator</p>
<p>All families receive assessment information at regular intervals throughout the school year.</p> <p>During Parent Teacher Conferences and Tuesday Parent Engagement time, parents/guardian are provided with information as to how they can support their child’s improved learning outcomes in meeting and exceeding the state standards</p> <p>All students are aware of their achievements in their subjects and complete all class and set homework</p>	<p>All Families</p>	<p>September 2015 to June 2016</p>	<p>Instructional Leaders, Parent Coordinator</p>

Assemblies for special events, such as awards, holidays and athletic activities to promote parent participation.	All Families	September 2015 to June 2016	Instructional Leaders, Parent Coordinator
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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.											
<ul style="list-style-type: none"> - Parent Coordinator - Outreach in English and Spanish - Materials for parent workshops - Material/resources to communicate instructional goals for the year and understanding of discipline structures, etc. - Specific resources for regular updates on open house and parent teacher meetings - ESL classes for parents 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century	X	C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant	X	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.											
<ul style="list-style-type: none"> - SLT Meetings - Parent Coordinator distributes information translated into Spanish - Regular monthly PTA meetings with presentations on aspects of the curricular - Open House providing specific information, showcasing student work and achievements, and answering questions to help parents provide support at home - Progress Reports and regular Parent/Teacher Conferences - Parent/teacher interview as required - School Survey 2015-16 											
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.

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

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the 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)	X	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.
<ul style="list-style-type: none"> • New teachers as well as experienced teachers in our school are mentored by in house coaches, administrators and consultants. • Additionally teachers are given the opportunity to develop a buddy system and participate in targeted PD and teacher teams to learn and observe best practices.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • TC consultants - conduct Labsites and provide feedback that supports improved instruction • Learning Matters Consultant - working on improving student feedback in writing to support struggling writers • Literacy Matters Consultant - conduct PD on writing around scaffolding support within workshop model • In house coaches - support team meetings and provide individual coaching as required • Administrators - oversee all instruction, provide timely and actionable feedback, monitor student outcomes including our student subgroups • PLC - teacher teams and PD is planned, conducted and outcomes are monitored to adjust our PD plan

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

Inter visitation to our school

Welcome Packets

Parent meeting and orientation

Pre-assessment of students

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

- Professional development team formulated a needs assessment survey to implement school wide professional development.
- Teacher teams formulated multiple assessment measures in literacy and math and developed a pacing calendar for each grade with pre & post assessments to determine student progress.
- Teacher teams provided support in the implementation of the baseline, end line and unit assessment tasks
- 15 teams of teachers are formed to develop action plans to address some component of our school's needs, e.g., Professional Development team consists of 8 staff members who collaboratively plan and develop our PD.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	1,243,402	X	Goal 1, pp.12-14 Goal 2, pp. 16-18 Goal 3, pp. 20-21 Goal 4, pp. 23-24 Goal 5, pp. 27-28
Title I School Improvement 1003(a)	Federal	n/a		
Title I Priority and Focus School Improvement Funds	Federal	308,971	X	Goal 1, pp.12-14 Goal 2, pp. 16-18 Goal 3, pp. 20-21 Goal 4, pp. 23-24 Goal 5, pp. 27-28
Title II, Part A	Federal	n/a		
Title III, Part A	Federal	42,288.00	X	After school, resources and books
Title III, Immigrant	Federal	20,157.00	x	After school, resources and books
Tax Levy (FSF)	Local	6,759,477	x	Goal 1, pp.12-14 Goal 2, pp. 16-18 Goal 3, pp. 20-21 Goal 4, pp. 23-24 Goal 5, pp. 27-28

¹Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool

to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** 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.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. 09x070, 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. 09X070 will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC)

09X070, 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- 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>P.S. 70</u>	DBN: <u>09X070</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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>225</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <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>8</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>4</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: _

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

Part C: Professional Development

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

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

Begin description here: _____ In addition to receiving a grant for Smartboards, we have also purchased Achieve 3000 and Rosetta Stone for our immigrant students who may not be Ells. Monthly professional development will be implemented to provide our teachers with training and additional support for Achieve 3000. We have a representative (Diane Freedman) come to support and provide on-going professional development for our teachers using the Achieve program. We also send our ESL coordinator (Ms. Silva) and ESL teacher (Ms. Tavarez) to the monthly Network meetings for SIOP training and academic strategies for English Language Learners. Our ESL coordinator turnkeys information presented at the monthly Network meeting during our PD sessions on Mondays. We also have Roser Salavert from RBERN/Fordham University provide professional development and support pertaining to data for our ESL and Bilingual teachers on a monthly basis.

Part D: Parental Engagement Activities

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

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

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

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

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

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

Part E: Budget

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

Allocation Amount: \$40,000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>60%</u>	<u>per-session salaries for ESL/Bilingual teachers weekdays and Saturdays.</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>20%</u>	<u>CFN 571 - Teaching Matters Network</u>
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. 	<u>10%</u>	<u>Go Math, NYS ELAP Plus Booklet, Booksource - "Novel Studies", Attanasio & Associates "Getting Ready for the NYSESLAT", Scholastic</u>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$40,000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		<u>TIME for Kids, Fountas and Pinnel leveled books.</u>
Educational Software (Object Code 199)	<u>10%</u>	<u>Achieve 3000 software 250 licenses. Rosetta Stone</u>
Travel	<u>0%</u>	<u>N/A</u>
Other	<u>N/A</u>	<u>N/A</u>
TOTAL	<u>100%</u>	<u>_____</u>

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 09	Borough Bronx	School Number 070
School Name Max Schoenfeld		

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 Kerry Castellano	Assistant Principal Kimberly Fisher
Coach	Coach Zulma Bermudez
ENL (English as a New Language)/Bilingual Teacher Michele Silva	School Counselor Juan Cruz
Teacher/Subject Area Courtney Williams	Parent Erica Lee
Teacher/Subject Area	Parent Coordinator Brenda Colon
Related-Service Provider Christine Rosado	Borough Field Support Center Staff Member
Superintendent Leticia Rosario	Other (Name and Title)

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	8	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	4
Number of certified bilingual teachers currently teaching in a bilingual program	7	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	2
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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]	6	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1368	Total number of ELLs	363	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	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 checked="" 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 <input type="checkbox"/>
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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):
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 #
Transitional Bilingual Education	2	1	1	1	1	1								0
Dual Language														0
Total	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					
All ELLs	313	Newcomers (ELLs receiving service 0-3 years)	292	ELL Students with Disabilities	30
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	21	Long-Term (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	
TBE	117									0
DL										0
ENL	175		25	21		5				0
Total	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 _____	50	28	25	26	19	19								0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	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
TOTAL	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
TOTAL	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: _____
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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	0	39	24	36	36	43								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		4		1	2	2								0
TOTAL	0													

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
Entering (Beginning)	61	13	6	13	13	16								0
Emerging (Low Intermediate)	65	9	10	10	15	8								0
Transitioning (High Intermediate)	53	5	7	10	12	8								0
Expanding (Advanced)	117	37	22	27	11	20								0
Commanding (Proficient)														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

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	26	4	3	5	4	10								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	137	50	21	1	0
4	110	71	18	5	0
5	127	42	7	1	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	122		67		21		11		0
4	116		63		26		9		0
5	113		46		21		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	23		55		114		36	36	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)	26	18	14	0				
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.
We use I-Ready, WRAPS, baselines, Achieve 3000, and Fountas and Pinnell reading levels to assess early literacy skills. We use this data to form grouping and to differentiate instruction within the classroom. Attached is an ELA, Math, and Science graph to provide quantitative data for our Ell population.

ENGLISH LANGUAGE LEARNERS ACHIEVEMENTS LEVELS FOR 2014-2015 NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4
3,4,5	374	163	46	7

ENGLISH LANGUAGE LEARNERS ACHIEVEMENTS LEVELS FOR 2014- 2015 NYS MATHEMATICS

Grade	Level 1	Level 2	Level 3	Level 4
3,4,5	351	176	68	25

- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
In analyzing our ELL data we see one common pattern across all of the grades; the ELL students are increasing in their level of proficiency on the NYSESLAT with each grade level, but not with the ELA or the predictive assessments. The majority of our kindergarten ELL's place at a beginner proficiency, whereas the majority of our 4th and 5th grade ELL's place at an advanced proficiency. The assumption would then be made that our ELL's would achieve a higher Tier on the ELA and/or predictive assessments. However, our data does not yield this trend. The statistics indicate our ELL students, across all of the grades, fall in the Tier 1 (2 levels below grade level) or Tier 2 (below grade level) ranges on all of the ELA and predictive assessments.

The data indicates a distinct need for our ELL students. Possible theories we need to explore are: 1) the need to build up prior knowledge about a variety of non-fiction topics, 2) the need to build up tier two words for understanding and meaning of vocabulary, 3) the need to teach reading comprehension strategies and skills, and 4) the need to review similarities and differences of the formats and stylization of the assessments.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our AMAO results for ELA on Limited English Proficient students were as follow:

146 tested 87-1, 10 -2, 3 - 3, 0-4 3% levels 3 and 4 (ELA)

(Math) 172 tested 70 - 1, 20 - 2, 9 - 3, 1 - 4

We did not make our AMAO the data reveals that we need to focus on the listening strand for Ells as well as continue the writing and reading piece differentiated with multiple scaffolds for our ELL students. Most of our ELL's are advance level. Many of our Ells test out at commanding level in K and 1st grade. As they move up to the higher grades, it becomes more difficult to reach commanding levels on the new NYSESLAT. The school leadership and teachers use these results to begin to meet the students where they are then scaffold instruction to bring to where they need to be. Differentiation according to proficiency level is apparent in all classrooms. Targeted guided reading instruction takes place on a daily basis. Running records and WRAPS are done on a continual bases. Fontas and Pinnel reading levels are explicit and a part of each students reading program and self evaluation on how to move from one level to the next.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

The school uses test results to differentiate instruction for Ells, in planning and in providing additional support services. The home language is used as a support for intruction in ENL classes. The home language is used in TBE classes for direct instruction in HLA and in content instruction. The periodic assessments we use are Achieve 3000 and I-Ready and Teacher's College running records. We use these assessments for grouping, Saturday Academy, After-school academy and to inform instruction. The patterns we see across proficiency levels are that our students are struggling with vocabulary, reading comprehension, and writing. Native language is used in social studies and science as a support for our bilingual students. Based on the results of the periodic assessments our Ell's have slightly decreased from 68 testing out to 52 for 2015. We also took into account the fact that the NYSESLAT was a new test in 2015. This year we are using the TOMS targets of measurement alligned to the ELA test for our Ell teachers and students'. The Home language is used for Bilingual students ELE spanish test with some students choosing to take the mathematics test in spanish as well. Students' home language is in bilingual classes via social studies and/or science.

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](#).]

First we collect qualitative and quantitative data on ELLs' backgrounds and educational contexts to ensure appropriateness of classroom instruction and classroom context.

Then we collect data using I-Ready as a universal screener, interpret data, and determine an academic intervention plan.

Tier One:

Excellent Core Instruction: By analyzing assessment data teachers examine class trends to ensure that most of the needs of the student population are being met. If the data shows that the majority of the children are still working toward meeting a goal than we revisit the core instruction and make modifications for the entire class.

Tier Two:

Double Dose of Same Core Instruction: By analyzing classroom data teachers identify pockets of children who need another round of core curriculum instruction in a smaller group.

Tier Three:

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

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

Targets of measurement are used with performance level descriptors for instructional planning. Differentiate objectives are prepared for the each student at each level of proficiency by grade. This occurs collaboratively at grade meetings with cluster teachers. New language is increased by providing a minimum of the required units of study in ENL and ENL content as follows. All teachers are knowledgable about students' level of proficiency in making instructional decisions. The school is providing all teachers with comprehensive professional development in ELL education. We look at the NYSTIELL depending on the results we make instructional decisions based on their levels as well as confer with the NYSESLAT results.

7. For dual language programs, answer the following:

- 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).

We look at NYSESLAT scores to determine when groups of children are making AMAO. We look at AYP results for math and ELA as well as other assessments such as I-ready, WRAPS, units tests'. We monitor our Ell's in each modality to see how they are progressing throughout the year. We meet as a team to analyze data and discuss next steps for all of our students. We also utilize our resources to provide professional development for our teachers on the Common Core Curriculum. Our data shows us that our students' test out at the commanding level in the earlier grades K and 1 for 2014 we had 84 students test out in K for 2015 we had 117 students test out. 1st grade for 2014 was 22 1st grade 2015 37. Therefore, the majority of our students are becoming proficient in the earlier grades. Our numbers are not as high as students move on from 2nd to 5th grade. However, based on the fact that 2015 was a new test even our upper grades did fairly well with a difference of only 16 students less than 2014 who test out at the commanding level.

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.

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

2. 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).

The school has a two year plan to provide transitional support for ELLs that reached proficiency on the NYSESLAT.

However, students are eligible for test accommodation for all the NYS tests during the next two years. Additional support focused on enhanced cognitive, linguistic and academic growth is still offered to these students.

Parents of former ELL students are invited to schoolwide and NYC conferences and workshops. The school uses its own informal questionnaire for parents and students to ascertain the amount of prior schooling for SIFE students. Additionally, ELL students are given informal reading and writing assessments by the Bilingual coordinator and through a partnership with specialists from Teachers College.

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).

These are ELLs who are served by an Individualized Education Program (IEP). An IEP team determines a student's eligibility for special education services and the language in which special education programs and services are delivered. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. ELL status cannot be the determinant factor for special education eligibility. Response to Intervention (RTI) approaches should be applied to ELL students who enter with lower levels of proficiency in the home language, or if anticipated progress is not noted after a reasonable time period. The ELL team consists of the AP, Mr. Todd, the SETSS teacher, Ms. Rosado, the ESL teacher, Ms. Silva, and members of the SBST.

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.

Our school ensures that entitlement letters are distributed and the Parent Survey and Program Selection forms are returned. The submitted forms are thoroughly reviewed by the ENL teacher and Bilingual Coordinator in order to conform with parental choices. Copies of all parental letters are kept on file. Parental concerns and/or unavailable program requests are brought up to the attention of the school administrators. When parents can't attend the Orientation and the Parent Survey and Program Selection forms are not returned, the Bilingual Coordinator follows up via mail and/or phone calls if necessary. Again, parents of ELL students are provided with translation and interpretation services as needed, and the documents are provided in both English and Spanish

All English language learners receive the same academic content as those who are native English speakers. To ensure our students' academic progress in the ENL programs, we utilize collaborative core curriculum planning between ELA, Math and other content area classroom teachers, clusters and ENL support service teachers. This means that beyond explicit ENL collaboration between teachers

also taken into consideration are the language needs of ELLs. For example, content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms along with visual aids to clarify meaning. Also math teachers devote extra class time to untangling difficult word problems. Social Studies teachers scaffold their instruction with visual aids such as maps, atlas and illustrations to increase comprehension. Our Think Central technology piece in math ensures every child has their own account and can log in to complete work. Teachers have an account as well to assess student performance in math., the two computer labs and white boards are also used to address the ELLs learning styles.

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

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).

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

6. 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.

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

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

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

Our school ensures that entitlement letters are distributed and the Parent Survey and Program Selection forms are returned. The submitted forms are thoroughly reviewed by the ENL teacher and Bilingual Coordinator in order to conform with parental choices. Copies of all parental letters are kept on file. Parental concerns and/or unavailable program requests are brought up to the attention of the school administrators. When parents can't attend the Orientation and the Parent Survey and Program Selection forms are not returned, the Bilingual Coordinator follows up via mail and/or phone calls if necessary. Again, parents of ELL students are provided with translation and interpretation services as needed, and the documents are provided in both English and Spanish

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

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.
We continually look at the trend within the school over the past few years. ENL and Transitional Bilingual have been the prevalent choice for the past 4 years. Due to an influx of more immigrant students, more parents are choosing ENL as an option. Many of our parents are concerned with their children acquiring English proficiency quickly.
The program models offered at our school do represent and are aligned with parent requests.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The person in charge of collecting and interpreting all forms received from parents to ensure proper program placement and delivery of services is the Bilingual coordinator second and third attempts are made to contact parents for placement and preview of the video. Materials and communication is translated into Spanish. Translation services through the DOE are used for languages other than Spanish.
Our school ensures that entitlement letters are distributed and the Parent Survey and Program Selection forms are returned. The submitted forms are thoroughly reviewed by the ENL teacher and Bilingual Coordinator in order to conform with parental choices. Copies of all parental letters are kept on file.
9. Describe how your school ensures that placement parent notification letters are distributed.
Persons responsible for Intake Process: The people responsible for the intake process are a group of teachers who are trained in the ELL identification process to assist the Bilingual Coordinator (Ms. Bermudez) and the ENL teacher (Ms. Silva). Original HLIS forms are placed in students' cums and copies are stored in the Bilingual and ENL coordinators' office.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All records are maintained in individual teachers' classes while copies of the HLIS are stored in the Bilingual and ENL offices. All letters are collected and retained in the ENL teacher, Ms. Silva's 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 NYSESLAT is administered to all English Language Learners at PS 70 regardless of physical location of the student, classification as disabled, or number of years of ENL service, until proficiency is reached on the NYSESLAT. Students are identified from the RLER (NYSESLAT Eligibility) report in ATS. Students with disabilities (IEP or 504 plans) are provided with their specific testing modifications. All testing modifications that do not alter the constructs measured by the test are permitted on all the subtests of the NYSESLAT.

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

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

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

To maximize the English language acquisition for ELL students, the ENL teachers utilize ENL instructional strategies to deliver content area and/or small group instruction. Scaffolding is an essential part of the instructional delivery for ELLs. ENL strategies include but

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

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 Aspiria Consent Decree? Describe specific steps underway. (Refer to question six).

The trend is more parents opt for ENL classes as opposed to bilingual classes. Newly arrived parents opt for Bilingual classes. Many parents have been requesting both languages and/or a Dual language program as well. The program models are aligned with parent requests. We are in the process of planning for the establishment of two Dual Language classes for the 2016- 2017 school year.

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.

Our program TBE Transitional Bilingual Education and Freestanding English as a New Language (ENL) which includes ENL Self-Contained classes and Push-in/Pullout ENL instruction. All classes are grouped heterogeneously with mixed proficiency levels. The language of instruction is English. All ELL students in kindergarten/first grade and ENL Self-Contained classes in grades 3, 4 and 5 receive ENL instruction by ENL certified teachers as a part of their language development and daily academic instruction. In Grade K- 5 ELLs are clustered in a classroom with a certified general education teacher, and an ENL teacher classes switch the ENL teacher teaches ELA and social studies while the general ed teacher teaches math and science. These are ENL self contained classes. While an ENL certified teacher follows the Push-in /Pull-out model. In ICT, Special Education and general education classes ELLs receive ENL instruction through the Push-in/Pullout model. The NYSITELL and NYSESLAT results are used to plan program instruction. Students who are at entering or emerging level receive 360 minutes a week of ENL services. All the aforementioned ENL program models help ELL students to achieve English language proficiency and attain the standards established for all students for grade promotion and graduation. All ELLs receive the requisite amount of instruction in ENL based on their proficiency levels. Students receive ENL content instruction in science and social studies. Students receive HLA daily.

The primary goal of this program is to amplify the literacy and cognitive/academic skills of all ELLs by incorporating recognized and researched based ENL instructional strategies across content subject areas so they can perform at city and state grade levels. ENL strategies include but are not limited to: scaffolding, TPR, songs and chants, repetition, graphic organizers (i.e. tables, flowcharts, graphs and story maps), modeling, interactive read alouds, retelling, sequencing, thematic units, language experience approach, academic accountable talk and use of picture dictionaries. Both the Balanced Literacy Model and Go Math support differentiated instruction to enhance the cognitive linguistic and academic growth of our ELL students. The latter participate in read alouds, independent reading, shared and guided instruction and mini-lessons. ELL students work with challenging and authentic activities that meet their unique learning styles and participate in special events that recognize the diversity of their cultural backgrounds. In addition, ENL and cluster teachers implement the sheltered English approach to deliver academic content area instructional support for the ELLs. We address the students' different learning styles and English language modalities through the use of our computer lab and promethean white boards to meet their multisensory (i.e. visual, auditory and kinesthetic) learning needs. Through Achieve 3000, Teachers College and Go Math/Reading technology based programs we also develop ELLs' linguistic, cognitive and academic skills. 1. P.S. 70 is a -K

through 5th grade school which provides ENL services (Push-in/Pull-out/Self-Contained Programs) for its ELL population. Initially, students are identified during the school's registration process when a child enters the NYCDOE system. The Home Language Identification Survey (HLIS) is administered as follows: A licensed pedagogue or the ENL teacher, and the secretary help to fill out the HLIS during registration in order to identify the child's home language. There is an informal oral interview in English and in the native language, and a formal initial assessment. If the child is identified as an eligible candidate ENL instructional services after the initial screening process, the ENL teacher or Bilingual teacher administer to the child the NYSITELL within ten business days of the child's enrollment in the school. The NYSTIELL test is then hand scored to determine if the student is an English Language Learner scoring at the entering, emerging, transitioning, expanding, or commanding level, or if he/she is English Proficient (not entitled for ENL services). Formal scores are shown in the ATS system at a later time. Furthermore, if the student is an English Language Learner and speaks Spanish, the Spanish NYSTIELL is given to the student by a qualified pedagogue proficient in the language. All eligible ELL's that are identified in ATS (RLAT) are given the NYSESLAT yearly in the four modalities which are reading, speaking, writing, and listening until they test out (proficient).

The New York State English as a Second Language Achievement Test (NYSESLAT), a test developed by the New York State Education Department to measure the English Language Arts (ELA) proficiency levels of ELLs, is administered each spring. The NYSESLAT scores are used to determine if the student is already English proficient, or if he/she is an ELL at entering, emerging, transitioning, expanding, commanding English proficiency level. Additionally, students are given periodic assessments throughout the school year to prepare them for the NYSESLAT. The results are printed out from the ATS in August/September and carefully reviewed by the administration and the ENL teacher. The students' data which includes their proficiency levels in the 4 modalities: reading, writing, speaking and listening is used to plan the instructional goals during the coming school year. The parents of students who achieved English proficiency, therefore are no longer entitled to ENL services, receive a Non-Entitlement letter from the ENL teacher. ELL students are grouped for ENL services according to their grade and English proficiency levels on the NYSTIELL or the NYSESLAT.

b. TBE program. *If applicable.*

Paste response to questions here:

c. DL program. *If applicable.*

Paste response to questions here:

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)?

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

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

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.

All English language learners receive the same academic content as those who are native English speakers. To ensure our students' academic progress in the ENL programs, we utilize collaborative core curriculum planning between ELA, Math and other content area classroom teachers, clusters and ENL support service teachers. This means that beyond explicit ENL collaboration between teachers also taken into consideration are the language needs of ELLs. For example, content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms along with visual aids to clarify meaning. Also math teachers devote extra class time to untangling difficult word problems. Social Studies teachers scaffold their instruction with visual aids such as maps, atlas and illustrations to increase comprehension. Our Think Central technology piece in math ensures every child has their own account and can log in to complete work, teachers have an account as well to assess student performance in math., the two computer labs and white boards are also used to address the ELLs learning styles. Students receive 1 math 2times per week in Spanish. For our bilingual classes, students receive social studies up to 2 times per week in Spanish depending on the proficiency levels.

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

Our bilingual classes use a variety of assessments such as unit test's in content areas science and social studies and math. Pedagogue speak the native language, teachers meet as a cohort to discuss, plan, and develop assessments in the native language. Teachers use Estrellita, and NYSISTELL.

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

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

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

ELL subgroups are addressed as follows: 1. The students are grouped by level of proficiency in classes.

2. SIFE students are grouped in classes. Instruction is taught through thematic units and various materials are available such as Stair Step books. 3. LTE's receive targeted instruction in literacy, vocabulary. 4. Former Ell's receive 90 min. a week of ENL/content instruction. Instruction is differentiated through intensive instruction in literacy and stand alone survival skills according to grade level. The school has a two year plan to provide transitional support for ELLs that reached proficiency on the NYSESLAT. However, students are eligible for test accommodation for all the NYS tests during the next two years. Additional support focused on enhanced cognitive, linguistic and academic growth is still offered to these students.

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

7. 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.

The school will ensure that the student's academic progress be not adversely affected by careful monitoring of the review staus within the 10 school calendar days of receipt of the written notice.

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?

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

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

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

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

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?

Our SIT team meets monthly to analyze and plan a service delivery model that ensures access to least restrictive environment and English language development. Our SIT team consists of members with knowledge and expertise in general education, special education, and ENL. Our SIT team conducts IEP reviews to guide professional development, and consults with content area coaches to ensure curriculum and instructional planning that provides access to various types of learners, including SWD's. We have our ENL teacher push-in and pull out students with IEPs requiring ENL services. Many students range from entering to emerging requiring 2 units and/or 360 minutes of service. Currently we have 30 students with IEPs requiring ENL services. Teachers of special education meet regularly with content area teachers to ensure curricular and instructional alignment with grade level standards. Through specially designed instruction, teachers modify and individualize daily lessons to meet the needs of their students.

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 DUALY 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 DUALY 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.

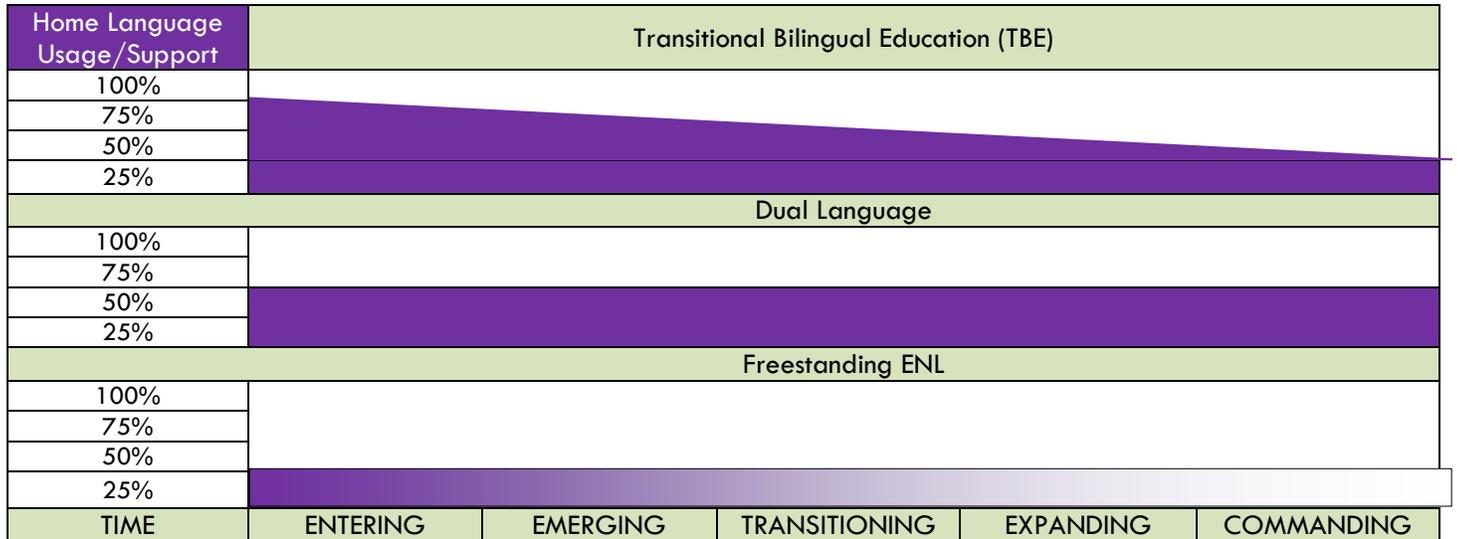


*Note “other approved services” does not apply to New York City at this time.

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.

Targeted interventions are used such as Achieve 3000, RTI, Brain Pop, Science hands on, Native Language in all Bilingual classes. All coaches and cluster teachers provide AIS services for students five days per week with a specific focus on holdovers and level 1's in ELA and/or math..Targeted intervention programs for all ELLs at P.S. 70 in Math, ELA and other areas are as follows: SETSS, ENL, Extended Day, Literacy and Math After-School RTI, Speech and Language, and Guidance counseling. The language of instruction and/or services is English and/or Spanish as needed.. We conduct IEP evaluations and parent meetings in both English and Spanish for our students with special needs. Both the ENL program and classroom teachers provide interventions in the classroom. All teachers constantly monitor students' understanding of the content material and differentiate the instruction to develop the students' English language proficiency in the four modalities: listening, reading, writing, and speaking . For example: They guide students to read, write, listen, ask questions, think and use the academic language to express themselves and scaffold their learning. Briefly, they engage students in a variety of meaningful tasks, that are designed according to the students' needs and preferences. Literacy and math instruction is provided through ENL methodology in alignment with NYS Learning Standards for English language learners and the NYS Common Core Curriculum.

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

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

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

We will implement a Dual Language Program for the 2017 - 2017 school year beginning with K and 1 st . Each subsequent year we will add a new grade. We will have Rosetta Stone back in place as well as English 3D and Daily 5/Café for struggling readers.

We have extended our Achieve 300 program. In addition, laptops have been placed in the classrooms as well as smartboards.

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

We will not discontinue any of our programs for Ells we will only add to our existing programs.

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

All ELLs have equal access to the school programs and supplemental services offered in our building. These include: ENL, SETSS, guidance counselor, family worker, parent coordinator, occupational and physical therapy, speech and language therapist, social worker, psychologist, Extended Day, Literacy After-School, Saturday Program, and all technology related skills and language development programs. We provide additional after-school programs on NYS ELA and Math test preparation for ELL students in grades 3, 4 and 5.

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.

Several new software programs are available for all ELLs. These include: Achieve 3000, SMART boards, i-ready, Starfall and Rosetta Stone, and Think Central. We also address the students' learning styles and accelerate English language development through the use of Promethean white boards and the computer labs. These technology based resources support differentiated instruction and enhance ELLs' cognitive skills, linguistic skills as well as promote academic growth.

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

Native language arts is taught through science and social studies. Teachers have leveled books in spanish also in content areas social studies and science. We look at the spanish RLAB data, Ell test results as well as the science and math exams in spanish

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

All liteacy units of study are from Teacher's College. These units correspond to the ELL's age and grade levels. Grades work in teams to develop these units based on the Common Core Curriculum. All other subject areas correspond to the ELLs grade levels.

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).

All ELLs have equal access to the school programs and supplemental services offered in our building. We currently do not have programs offered before the school year. However, our supplemental programs begin early in September. These include: ENL, SETSS, guidance counselor, family worker, parent coordinator, occupational and physical therapy, speech and language therapist, social worker, psychologist, Extended Day, Literacy After-School, Saturday Program, and all technology related skills and

language development programs. We provide additional after-school programs on NYS ELA and Math test preparation for ELL students in grades 3, 4 and 5.

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

19. What language electives are offered to ELLs?

We offer Spanish TBE to all Ell's.

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.)
Professional Development plan includes specific training for our ELL personnel. This is given by, Ms. Silva, our ENL teacher and Dr Salavert, our consultant from Fordham University. Teachers are given PD on Mondays, as well as attending sessions at Teacher's College and the DOE of NYC. Our Guidance Counselors attend professional development on Middle school Application Process Training, (@ I.S. 218) Child Abuse & Neglect Prevention Training (Lincoln Hospital)

Trainings are through NYC DOE.
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?
Trainings are through NYC DOE Teachers are given PD on Mondays, as well as attending sessions at Teacher's College and the DOE of NYC.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Professional development sessions are offered. Our Guidance counselor visits each 5th grade class to present and discuss various topics such as bullying, use of the middle school directory, expectations for middle school, interest level, and completing the middle school application. Our counselor also meets with small groups of students who are more comfortable in a small group or one on one basis. These activities start to take place in early November and continue for the remainder of the school year.
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.

Professional Development and Teacher Support

In order to make sure that all teachers are familiar with the needs of ELLs as well as the sponsored by District 9, The DOE of NY . RBRN support from Fordham University and Teacher's College around working with ELL students.

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

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

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

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

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?

Parent Tuesdays will be utilized to provide meetings with parents of our ELLS to discuss goals, language development, language proficiency results, and language development needs in all content areas. The school provides language translations in spanish for all parents for less frequent languages, the school uses DOE translation services as well as the Parent Orientation video in various languages. Every effort is made to find a translation in a parents language.

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.

Every effort will be made to ensure that parents complete the parent survey and program selection form. Outreach attempts will be tracked and maintained via letters, phone calls, and parent meetings. All documentation will be maintained at the school level. Individuals responsible for keeping these records are the Bilingual coordinator and the ENL coordinator entitlement letters, programs, teacher certifications. The school provides language translations in spanish for all parents, for less frequent languages, the school uses DOE translation services as well as the Parent Orientation video in various languages. Every effort is made to find a translation in a parents language.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Monthly parent meetings by our parent coordinator foster parent involvement for parents of our ELLS. In addition, special activities, celebrations, etc enhance parental involvement for our parents of ELLS. Translation services are available through either school employees (Spanish) and (African - Fante) or DOE translation hotline for less frequent languages.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Fordham University and Teacher's college. The parent coordinator facilitates workshops and parent meetings. She also addresses concerns that either the school community or parents might have for the principal. Translation services are available through either school employees or DOE translation hotline.. In order to address the needs and concerns our parent coordinator uses input through the School Survey. The following are workshops our school offer for parents. 1. Parent engagement workshop 2. Informational workshops for Ell's (Preparing for the NYSESLAT),3. Learning Leaders volunteer from for parents interested in helping our school and students.4. ENL classes for parents.5. Multicultural events, 6. Holiday lunch and dinners, 7. Back to school event8. Bread making for parents and students.

5. How do you evaluate the needs of the parents?

We evaluate the needs via personal connections and the annual School Survey. The parent coordinators role is to be actively involved with parents meet and greet every morning, respond to parental issues and concerns, formulate workshops and events based on the needs and interests from parents, maintain parental bulletin boards with updated information to empower parents and make their aware of their rights, to translate in spanish and use DOE hotline for other languages, to assist with registration throughout the year, and to be a key support/link between the Principal and the school community.

6. How do your parental involvement activities address the needs of the parents?

We provide workshops for parents of Ell's in the morning, evenings, and weekends as well as adult ENL classes on Saturday's. We partner with Bronx Health Link and provide workshops on diabetes and blood pressure screenings. The parent coordinators role is to be actively involved with parents meet and greet every morning, respond to parental issues and concerns, formulate workshops and events based on the needs and interests from parents, maintain parental bulletin boards with updated information to empower parents and make their aware of their rights, to translate in spanish and use DOE hotline for other languages, to assist with registration throughout the year, and to be a key support/link between the Principal and the school community.

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.

Paste response here:

School Name: **Max Schoenfeld School**

School DBN: **#INGEST ERROR!**

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)
Kerry Castellano	Principal		10/26/15
Kimberly Fisher	Assistant Principal		10/26/15
Brenda Colon	Parent Coordinator		10/26/15
Michele Silva	ENL/Bilingual Teacher		10/26/15
Erica Lee	Parent		10/26/15
Courtney Williams	Teacher/Subject Area		10/26/15
Christine Rosado	Teacher/Subject Area		10/26/15
Zulma Bermudez	Coach		10/26/15
	Coach		
	School Counselor		
Leticia Rosario-Rodriguez	Superintendent		7/20/15
	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: **09X070** School Name: **The Max Schoenfeld School**
Superintendent: **Leticia Rosario**

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) 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

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.

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

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

English and Spanish are the parents' preferred languages for both written and oral communication. In addition there are parents' that prefer Afrikaans, Arabic, Bambara, Bengali, French, French-Khmer, GA, Haitian Creole, Mandinka, Niger-Congo, Soninke, Twi, Urdu, and Wolof.

Part B: Creating a Communications Calendar

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.)

Calendars, parent teacher conferences, back to school nights, all parent association meetings, school meetings and events.

2. 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.

Back to School night-9/16, Parent Association TownHall Meeting-9/18, Breast Cancer Parent workshop, Parent Teacher Conference-11/13 and 3/19, Holiday Potluck Parent Association Meeting 11/26, Parent Association Holiday Feast/Think Central and I-Ready workshop 12/18, Parent ESL workshop 1/16, NYS ELA/Math exams parent workshop 1/22, Valentine's day arts/crafts workshop for parents 2/12, Parent Association Meeting /Shop Healthy NYC parent workshop 3/26, Parent Association Meeting/Homebase parent workshop prevention of homelessness organization 4/30, Parent Association Nomination Committee and Mother's day parent workshop 5/10, NYC Public Library parent workshop 5/10, Breadmaking parent workshop 5/13, Father's Day Luncheon/Parent Association elections and workshop for parents on how to prepare your students for upcoming 3rd, 4th and 5th grade 6/11.

Part C: Providing Language Assistance Services

1. 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.

Parent letter will be translated in-house and DOE translation services available through NYCDOE website. Both outside/in-house translation is provided as well. Interpreters will be called if needed for a specific language.

2. 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.

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

Part D: Training Staff on Policies and Procedures

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.)

Language Palm Cards and memorandums for staff distributed via staff meeting.

Part E: Providing Notice of Language Assistance Services

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

The name of the LAC, DFA (District Family Advocate) and phone numbers is on the Welcome Poster. Also, the parents' Bill of Rights and Language Access guides are available to parents upon request. Language ID guide is on the School Safety Desk and there is one placed in the Main Office.

Part F: Monitoring and Quality Control

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

School Parent Survey is given out the first week of school to gather feedback.