



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

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

**08X071**

**School Name:**

**P.S. 071 ROSE E. SCALA**

**Principal:**

**MARGARET MIRANDO**

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

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

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

**Section 4: SCEP Overview**

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

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

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

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: P.S. 71 – Rose E. Scala School Number (DBN): 08X071  
Grades Served: K-8  
School Address: 3040 Roberts Avenue Bronx, NY 10461  
Phone Number: (718) 822-5351 Fax: (718) 239-1111  
School Contact Person: Renee Reilly Email Address: Rreilly3@schools.nyc.gov  
Principal: Margaret Mirando, I.A.  
UFT Chapter Leader: Dario Shore  
Parents' Association President: Antoinette Lomonaco  
SLT Chairperson: Catherine Felicione  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 08 Superintendent: Dr. Karen Ames  
Superintendent's Office Address: 1230 Zerega Avenue Bronx, NY 10462  
Superintendent's Email Address: Kames@schools.nyc.gov  
Phone Number: 718-828-6653 Fax: 718-828-2760

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1230 Zerega Ave., Bx, NY 10462 / One Fordham Plaza, Bx, NY 10458  
Director's Email Address: Jruiz2@schools.nyc.gov  
Phone Number: (718) 282-7776 / (718)741-8895 Fax: (718) 828-6280

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

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Margaret Mirando, I.A.	*Principal or Designee	
Dario Shore	*UFT Chapter Leader or Designee	
Antoinette Lomonaco	*PA/PTA President or Designated Co-President	
Catherine Felicione	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Raquel Quesada	Assistant Principal	
Natalie DeLillis	Teacher	
Dawn Albit	PTA	
Susana Alarcon	Parent	
Tara Capone	Parent	
Ralph Ausanio	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Elizabeth Cruz	Parent	
Jenna Ryall	Non-Voting Member	
Renee Reilly	Non-Voting Member	
Anna Ortiz	Parent Coordinator, non-voting member	
	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.

Public School 71/MS 71 is a community-based learning organization located in the Pelham Bay section of the Bronx. It serves approximately 1,700 students from grades K through 8. Through heterogeneous grouping and ethnic diversity, the student population is fully integrated. Integration of curriculum occurs through interdisciplinary studies. There are 67 classes covering grade levels K through 8. The total Special Education population is 230. There are 21 special education classes, comprising of 14 inclusion and 7 self-contained classes. The total ELL population is 112. They are provided with an instructional program that incorporates English Language immersion using a push-in/pull-out model. ELL students can participate in the ELL Saturday Academy and ELL parents can attend classes on Saturdays to learn English. Students in grades K-2 are offered a variety of programs such as book clubs, Robotics, and Academic Intervention Services. Students in grades 3-8 are also offered Academic Intervention Services as well as Enrichment Services before/after school and on Saturdays. Students in grade 8 who qualify have the opportunity to take the Regents in the following courses: Algebra I, Living Environment, U.S. Global History and Comprehensive English. Grade 8 Students also take the Spanish Language Proficiency exam. PS/MS 71 was recently recognized this past year as a showcase middle school for Social Studies, sharing best practices with other NYC schools around curriculum planning, lesson planning, and rich classroom discussions.

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

- Ultimate Enrichment after school program-An afterschool program for grades K-5, provides a menu of options for students to engage in after school activities, such as sports, arts and crafts, and dances, as well as homework help.
- New York Junior Tennis Learning after school program-An afterschool program for grades 6-8 with a focus on STEM lessons, building positive peer relationships through a variety of lessons, paired with tennis. This program also provides a support for students with their homework.
- Bronx Dance Theater-An art in residency dancer works with various grades to teach new dances and techniques. The end performance is a dance show for the school and community.
- Urban Advantage program-A science program for parents and students in grades 6-8 which promotes the sciences through field trips around the city.
- Peer tutoring among middle school students and elementary students through NJHS
- After school intramurals: basketball, wrestling, softball, cheerleading-Sports opportunities which provide an engaging supplement to students' instruction during the school day. These sports help cultivate team building and sportsmanship.
- After school clubs: band, violin, chorus, art, drama, dance, Italian club, Spanish club, Robotics, yearbook committee, anti-bullying committee-Extracurricular activities for students in grades 3-8 which promotes an appreciation for the arts as well as school spirit.

- Monthly student activities: dances, shows, cultural field trips
- Parental Involvement: Throughout the school year, time is dedicated to parent engagement through “Together on Tuesday.” Some activities include, Kindergarten Ice Cream Social, Donuts with Dad, Mother/Son Tea, Father/Daughter Dance, Book Clubs for parents, Community of Readers, Café and Conversation with the Spanish Dept., Coffee and Conversation with the Principal, Health and Fitness, Fall Fest, PTA Turkey Raffle, monthly parent workshops hosted by a grade and parent coordinator, and Skedula-PADS

These partnerships and programs promote a supportive environment for working families. Additionally, they provide continuous learning opportunities through the arts, sports, and other extracurricular activities. The programs mentioned above aid in our mission of teaching to the whole child, providing not only rigorous instruction, but also providing socio-emotional support through the arts and clubs.

Students in grades 3-8 continue to make gains in ELA and Math.

#### Proficiency Levels (3+4)

<b>ELA</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
2013-2014	28.4	26.9	27.2	34.4	35.1	37.5
2014-2015	34.1	30.8	28.3	32.5	34.7	37.3
<b>Math</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
2013-2014	43.5	40.0	31.3	55.4	41.0	41.4
2014-2015	39.8	40.1	46.9	50.3	47.2	43.8

The school has met AYP for all subgroups.

#### SWD-Level 1

<b>ELA</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
2013-2014	65.9	56.5	71.2	51.0	59.1	46.9
2014-2015	62.8	50.0	69.8	46.9	59.0	43.9
<b>Math</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
2013-2014	53.5	50.0	68.0	36.7	70.5	34.4
2014-2015	55.8	46.2	62.8	41.7	59.0	58.5

#### ELL-Level 1

<b>ELA</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
2013-2014	77.8	83.3	60.0	57.1	62.5	66.7
2014-2015	40.0	69.2	90.0	42.9	90.0	37.5
<b>Math</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
2013-2014	9.1	60.0	54.5	21.4	50.0	22.2
2014-2015	14.3	35.3	36.4	14.3	70.0	25.0

Additionally, the school has exceeded target for student progress as indicated on the School Quality Snapshot Report. Using various data sources has been the driving force behind making key instructional decisions. One challenge that the school faces is to ensure that all groups of students improve, not solely focusing on the lowest third or subgroups. Students who score proficient on the NYS ELA and Math exams need enrichment, challenging and rigorous curriculum to maintain and push them to the next level. Key areas of focus for the 2015-2016 school year is to increase the proficiency rates for students in ELA and in Math.

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

### **Mission Statement**

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

### **Our Vision**

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

### **Our Goals**

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

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

## 08X071 School Information Sheet

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

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Based on District 8 goals, writing in the content areas will be a school wide focus for students in grades K-8.</p> <p>Based on the 2014-2015 Quality Review Report, an area of focus is 1.1 (Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards). According to the baseline results from the MOSL NYC ELA Performance task proficiency rates were: grade k-15%, grade 1-31.7%, grade 2-32.3%, grade 3-21.4%, grade 4-30.2%, grade 5-26.6%, grade 6-34.6%, 7-30.5%, grade 8-41.1%. Writing scores were lower than language and reading areas. According to the 2014-2015 ELA constructed response results, in grades 3-8 students are not obtaining full credit. The trend across the grades in the constructed response is that students are averaging half of the possible points.</p>		

**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 students in grades K-8 will show growth in writing (using the Writer’s Workshop model) as measured by results from the writing tracker on the pre and post on demand writing assessments within the 4 units of study (personal narrative (2x), poetry, and non-fiction).

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. Teacher teams will meet regularly to examine student work and adjust instructional practice, with a particular focus on the</p>	<p>Teachers in grades K-8</p>	<p>September through June 2016</p>	<p>Administration, Coaches, Fordham Literacy Consultants, Grade leaders K-8</p>

<p>writing. Teacher teams consist of teachers on each grade or departments. The facilitator of teacher team meetings is rotated throughout the 6 week cycle. Literacy and math coaches and Fordham literacy consultants are assigned to work alongside teacher teams. (SOP 3.3)</p>			
<p>2. Professional learning opportunities will be offered to teachers on the Writer’s Workshop, such as Teaching the Young Writer, Launching the Writer’s Notebook, and using Talking, Drawing, and Writing-Lessons for Our Youngest Writers for book club. A teacher on each grade from K-8 will be piloting a new program, titled Units of Study in for Teaching Writing by Lucy Caulkins. (SOP 3.2, 3.5)</p>	<p>Teachers in grades K-8</p>	<p>August through June 2016</p>	<p>Fordham Literacy Consultants, Coaches, Teachers, Administration</p>
<p>3. Teacher teams will meet after school to work on the writing curriculum for grades K-8. The focus will be on the inclusion of multiple entry points to address diverse learners. The school will purchase texts (narrative, poetry, and non-fiction) to support the implementation of the 4 units of study. (SOP 3.2, 3.4)</p>	<p>Teachers in grades K-8</p>	<p>August through June 2016</p>	<p>Lead teachers, Coaches, Fordham Literacy Consultants, Administration</p>
<p>4. Parents will be invited in regularly throughout the school year to share in author celebrations. Students will have opportunities to reflect on their work and have ownership over their writing pieces. On parent engagement days, (Together on Tuesdays) parents will be offered the opportunity to attend and participate in writing workshop PL topics,</p>	<p>Parents, students</p>	<p>October through June 2016</p>	<p>Teachers, Coaches, Administration</p>

such as keeping a writer's notebook, writing in the various genre areas, author studies and author visits. These workshops focused on writing will help parents understand the rigorous instruction and the CCLS. (SOP 3.5)			
---	--	--	--

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. Title I P/F Curriculum and Staff Development-Fordham Literacy Consultants, FSF-K-2 Literacy Coach											
2. Title I P/F Curriculum and Staff Development-Fordham Literacy Consultants, FSF-K-2 Literacy Coach, per diem funds for substitute coverage for teachers attending outside PL.											
3. Title I P/F Per Session, Title I P/F OTPS (classroom library-non-fiction texts, guided reading books)											
4. Title I P/F Set Aside-Parent Involvement 1%, FSF K-2 Literacy Coach											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
A portfolio of writing pieces will serve as a mid-point benchmark to gauge school progress toward meeting the goal. A task specific rubric, aligned to the CCSS created by the Literacy Curriculum Team will be used at each grade level to assess writing pieces. All students in each class will be approaching grade level or be on grade level as measured by their writing tasks. This will be checked by administration and literacy coaches during the week of January 11-15, 2016.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Based on page 13 of the 2013-2014 NYC School Survey Report, 46% of students felt that they do not treat other students with respect and 43% of students felt they do not treat adults with respect. This is the 4<sup>th</sup> year that the school has implemented an Anti-bullying committee to come up with school-wide themes and activities to build respect and foster positive relationships among students.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, all teachers will have implemented shared school wide values that promote respect for all. This will be measured by a 5% increase of students who respond, “Most students at the school treat each other with respect” and “Most students at my school treat adults with respect” on the School Environment Survey.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. There will be a continuation of an Anti-bullying Committee that meets regularly to discuss strategies and ideas to address bullying issues within the school. The committee will be comprised of staff, middle school students, and parents so that each group can be represented. (SOP 5.2)</p>	<p>Students in grades K-8</p>	<p>September through June 2016</p>	<p>Ms. C. McMorrow, Ms. G. Triano (Guidance Counselors)</p>
<p>2. Student council in grades 6-8 will meet on a monthly</p>	<p>Middle School Students</p>	<p>September through June 2016</p>	<p>Ms. R. Quesada (AP) and Ms. G. Triano (Guidance)</p>

basis to discuss areas of concern with the middle school population. (SOP 5.3, 5.4)			
3. National Junior Honor Society: Peer Tutoring- Middle school students in this program will be trained to work with younger students to boost ELA and Math skills in the morning. This will help foster positive relationships between the elementary and middle school students. (SOP 5.3)	Students in grades K-5	September through June 2016	Ms. M. Marrero (NJHS Coordinator)
4. After school sports and clubs for students in grade 2-8 will be offered (basketball, NYJTL, softball, Fall Fitness, BOKS program, cheerleading, wrestling, art, band, chorus, violin, robotics, Mock Trial, Debate Team, Spanish club, book club, newsletter committee, Italian club, dance, drama club, chess, Green Team, NJHS, and Penny Harvest club) (SOP 5.5)	Students in grades 2-8	September through June 2016	Various teachers heading up sports and clubs

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. Title I P/F Per Session, Title I OTPS funds for purchasing books & materials supporting the social emotional health program for school and parents											
2. TL FSF Per Session before school meetings with NJHS											
3. TL FSF personnel for music, art, drama teachers, FSF per session (show preparation)											
4. Title I P/F Per Session afterschool activities/clubs											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

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

A school survey created by the Anti-bullying Committee will be administered to students in mid-January to check progress toward meeting the goal. This survey will be formatted like The School Environment Survey. The results will be collected and analyzed to identify any gaps and make revisions before the actual survey is distributed in the spring.

**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**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
According to the 2013-2014 K-8 School Quality Snapshot, PS/MS 71 has a rating of “Meeting Target” with 65.5 points in the area of Student Achievement. The focus for the 2015-2016 school year is to increase the percentage of students at a level 3 or 4 in both ELA and Math by delivering high quality and rigorous curriculum that stimulate higher-order thinking.		

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, all teachers will participate in professional learning communities and inquiry work, aligned to the Balanced Literacy model in order to meet the needs of diverse learners within their classrooms as measured by an increase of student achievement in their work products, and an increase in the number of students at levels 3 and 4 in both ELA and math.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. Support staff will provide in-house professional learning workshops during Monday extended time and during lunch and learns, based on teacher survey and need. For the months of September and October, the support staff and consultants will facilitate Professional Learning Cycles on the components of Balanced Literacy (Guided Reading, Independent Reading, Reading Workshop, and Writer’s Workshop), Visual Thinking Strategies,</p>	<p>Teachers in grades K-8</p>	<p>September through June 2016</p>	<p>Coaches, Fordham Consultants, Teachers, Administration</p>

Conferencing, and Discussion and Questioning Techniques. PLC will include inter-visitations to see best practices in action. (SOP 4.2)			
2. Teachers will have opportunities to seek out and attend off-site professional learning workshops on topics of interest and need. (SOP 4.3)	Teachers in grades K-8	September through June 2016	Teachers, Administration
3. Consultants and the Data Specialist will provide ongoing PL on item analysis and using a variety of data for progress monitoring and informing lesson planning. (SOP 4.5)	Teachers in grades K-8	September through June 2016	Fordham Consultants, Data Specialist
4. Teacher teams will regularly look at student work to identify gaps and make appropriate instructional adjustments to raise student achievement, using the Surfacing the Gap Protocol. (SOP 4.5)	Teachers in grades K-8	September through June 2016	Support Staff, Administration

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. TL Vision for School Improvement Per Session (Support staff delivering after-school professional development will be paid per session rate)											
2. Title I P/F Per Diem Professional Learning											
3. Title I P/F OTPS Curriculum & Staff Development, TL FSF											
4. TL FSF Personnel											
5. Title I P/F OTPS (Laptops, Smartboards, Promethean Boards)											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

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

An inquiry newsletter will be shared school wide quarterly to disseminate information and strategies. Administrators will monitor the effectiveness of PLC during classroom observations, looking for direct impact on student achievement. Supervisors will have conversations with teachers around professional goals in January to discuss progress and make appropriate revisions.

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Based on End of Year summative conferences with teachers, there is still a need for ongoing support with 3b (using questioning and discussion techniques) with the Danielson Framework. There has been a notable improvement in this area, and there has been a direct impact on student achievement.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, all teachers will receive either effective or highly effective rating in 3b (questioning and discussion) on the Danielson's Framework as evidenced by the Measures Of Teacher Practice (MOTP) final ratings after a minimum of 4 classroom observations.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. Professional learning on Danielson’s Framework, particularly focusing in on 3b will occur throughout the year delivered by the Fordham Literacy coaches, talent coach, and administration during the extended professional learning time. (SOP 2.4)</p>	<p>All teachers in grades K-8</p>	<p>September through June 2016</p>	<p>Administration-Assistant Principals for K-2, 3-5, and 6-8, Fordham Coaches, Talent Coach</p>
<p>1. Informal and formal observations will provide supervisors an opportunity to plan further professional learning based on the specific needs of teachers. Pre and post observation</p>	<p>All teachers in grades K-8</p>	<p>September through June 2016</p>	<p>Administration-Principal and Assistant Principals</p>

conferences will also provide an opportunity to guide, discuss, and reflect on lesson planning, student engagement, classroom management, questioning techniques, and assessment. (SOP 2.5)			
1. Inter visitations will be scheduled throughout the grades and across content areas to share best practices, particularly around component 3b (questioning and discussion techniques). (SOP 2.2, 2.3)	All teachers in grades K-8	September through June 2016	Teachers, Administration, support staff

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. TL FSF (support staff, coaches), Title I P/F Curriculum and Staff Development											
2. TL FSF (Administration)											
3. TL FSF Personnel											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Ongoing continuous feedback from workshops will be used to guide future PL.
Discussions between literacy consultants and administration at periodic intervals (weekly) will be used to plan and prepare targeted PL based on teacher need. Frequent and timely feedback sessions between administrators and teachers will allow for continuous ongoing communication to improve instructional practice and show movement on the Danielson Framework. Data collected and tracked from informal/formal observations will provide information and guidance on PL topics to develop instructional practice. A review of the MOTP data will indicate that at least 75% of teachers made an improvement in the area of 3b.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>Based on the 2013-2014 School Survey, 50% of parents responded compared to 43% from the prior year. The school will work toward increasing the response rates by involving parents more in school events, workshops, and building relationships with them throughout the school year. The school will focus on parents of ELL students by sending letters home in their native language and inviting them to participate in Saturday Academy so they can learn English and help support their child’s learning at home.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, parent engagement will increase through planned monthly activities during the extended parent engagement time, as measured by 60% of parents responding to the School Survey.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. Monthly workshops for parents on various topics such as, curriculum, testing, health and nutrition, Common Core, College and Career Readiness, Cool Culture, Pupil Path, Dial a Teacher, Science Family Night, Social Studies Night, Literacy Night, Math Game Night, Career Night, Spooky Scary Night. (SOP 6.4)</p>	<p>Parents</p>	<p>September through June 2016</p>	<p>Parent Coordinator, Fordham Literacy Consultants, Math Coach, K-2 Literacy Coach, Support Staff</p>
<p>1. Urban Advantage-family trips to Bronx Zoo,</p>	<p>Families</p>	<p>September through June 2016</p>	<p>Coach, Assistant Principal for grades 6-8</p>

museums, and other cultural events throughout NYC  Scientist Residence Program-7 <sup>th</sup> & 8 <sup>th</sup> grade Science Department  (SOP 6.4)			
1. Parent outreach-email, monthly newsletters, Pupil Path, phone calls (SOP 6.3)	Parents	September through June 2016	Parent Coordinator, Technology teacher, Teachers
1. PTA monthly meetings, emails, flyers, bulletin boards, turkey raffle, seasonal fairs, school fundraisers (SOP 6.2)	Parents	September through June 2016	(PTA President)

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. Title I P/F set aside 1% parent involvement, Title I P/F Per Session											
2. Title I P/F set aside 1% parent involvement											
3. SWP Title I Software funds for Skedula-Pupil Path											
4. Title III & Immigrant funds											
5. TL Parent Coordinator funds											
6. TL FSF-Personnel, TL Parent Coordinator funds											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
A parent survey will be given to parents for feedback. This will be used for future adjustments to achieving the goal.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

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

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

## Section 7: Title I Program Information

### Directions:

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

### Part 2: All Title I Schools

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

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

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

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
All staff will have the opportunities throughout the school year to seek out their own professional learning, both in house and off-site. The school will also provide differentiated professional learning tailored to the needs of teachers, administration, and paraprofessionals.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

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

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

### Part 4: SWP Schools Only

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

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

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

#### **4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	\$1,029,829	X	Pgs. 12, 17, 19, 21
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$255,900	X	Pgs. 12, 15, 17, 19, 21
Title II, Part A	Federal	\$296,643		
Title III, Part A	Federal	\$13,636	X	Pg. 21
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$9,579,252	X	Pgs. 17, 19, 21

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

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

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

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

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

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

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

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

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

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

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

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

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

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

---

**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[PS/MS71]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[PS/MS71]** will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

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

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

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

### **P.S./M.S. 71**

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

- Maintaining classroom positions to improve achievement for all students.
- Collaboration with the School Leadership Team and Parents' Association to maintain classroom positions to ensure achievement for all students.
- Communication through monthly newsletters and other materials sent out to families that are pertinent to planning, implementation and outcomes.
- Parents and School will share responsibility for student achievement as a school-family partnership in raising student achievement student by student.
- Although Parents' Association meetings are held monthly at a designated time, a flexible schedule on both the principal's part and on the part of the child's teacher is instrumental in terms of allowing for as much parent participation as possible. Parents are always welcome to make an appointment with a child's teacher that is mutually convenient to both parent and teacher. Concerns and issues will be communicated with the principal on an as-needed basis.
- Parents are provided with timely information about instructional programs, curriculum, performance standards and assessment tools in the following ways: Monthly newsletter, progress reports, family conferences, and through Skedula Pupil Path. We also have the following events to ensure our parents understand curricula in each grade: Curriculum Event, Monthly Coffee Klatch, Parent Workshops, Science and Art fairs.
- Parent involvement activities will include: Family Math Game Night, Literacy Book Making, Fall Fest, Spring Fair, Cool Culture
- Parent engagement will be cultivated through monthly Coffee Klatch, Open Technology Lab, Saturday ELL Academy
- All concerns regarding the use of the Title I Funds should be directed to our Parent Coordinator (Anna Ortiz) and will then go through the proper channels to reach the principal of the school.
- The school is committed to communicating with parents in their native language if need be.
- This Parent Involvement Policy will be reviewed annually in May 2016.

### **Student Behavioral Contract**

---

Name of Student \_\_\_\_\_ Date of Birth \_\_\_\_\_ Class \_\_\_\_\_

I know that I have a right to:

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

I agree to:

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

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

Student's Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date \_\_\_\_\_

### **Parent Section**

I have received a copy of the and understand the behavior that is required of my child.

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

- Encourage my child to be a respectful and peaceful member of the school community;
- Discuss the Discipline code and the Bill of Rights and Responsibilities with my child;
- Participate in parent conferences, class programs and other activities in which my child is involved;

- Assure that my child will arrive to school in time every day;
- Provide a quiet place for my child to complete his/her homework;
- Spend at least 15 minutes per day reading with my child;
- Listen to my child retelling of his/her school day experiences;
- Provide the school with current telephone numbers and contact information;
- Alert the school if there are any significant changes in my child's health or well-being that affects his/her ability to perform in school.

Parent/Guardian Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**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>071</u>	DBN: <u>08X071</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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>75</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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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>2</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>      </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: \_

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

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

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

-

-

-

## Part C: Professional Development

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

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

Begin description here: \_\_\_\_\_ The ESL teachers will attend Professional Development workshops and conferences outside of the school sponsored by TESOL and NYSABE at no cost to Title III. The workshops and conferences will focus on providing teachers and educational leaders strategies and tools necessary to educate a new generation of biliterate students. We anticipate that the conferences will offer presentations, roundtable discussions, and special sessions on current topics such as the Common Core

### Part C: Professional Development

State Standards, the NYS Seal of Biliteracy, data driven instruction, and the role of instructional leadership in ensuring quality Bilingual Education programs; Dual Language programs; and ESL programs. The connection to our Title III program is that through professional development, we will be able to help our students meet the Common Core Standards; improve oral language development; and enhance language acquisition using scaffolding strategies and data driven instruction.

### Part D: Parental Engagement Activities

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

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

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

### Part E: Budget

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> </ul>	_____	_____

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the [English Language Learner Policy & Reference Guide](#).

## Part I: School ELL Profile

### A. School Information

District <b>08</b>	Borough <b>Bronx</b>	School Number <b>071</b>
School Name <b>Rose E. Scala</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Margaret Mirando</b>	Assistant Principal <b>Fausto Corder</b>
Coach <b>Kristin Murphy</b>	Coach <b>Ana Martinez</b>
ENL (English as a New Language)/Bilingual Teacher <b>Maria Savvides</b>	School Counselor <b>Katherine McMorrow</b>
Teacher/Subject Area <b>Ana Marie Medina/ENL</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Ana Ortiz</b>
Related-Service Provider <b>Ana Marie Medina</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Dr. Karen Ames</b>	Other (Name and Title) <b>Caitlyn Mondelli, A.P.</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>1705</b>	Total number of ELLs	<b>125</b>	ELLs as share of total student population (%)	<b>0.00%</b>
--	-------------	----------------------	------------	---	--------------

# Part II: ELL Demographics

## A. ELL Programs

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

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

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	125	<b>Newcomers</b> (ELLs receiving service 0-3 years)	73	<b>ELL Students with Disabilities</b>	25
<b>SIFE</b>	5	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	38	<b>Long-Term</b> (ELLs receiving service 7 or more years)	14

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

	ELLs by Subgroups									Total	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>TBE</b>											0
<b>DL</b>											0
<b>ENL</b>	73	4	3	38	1	10	14		12		0
<b>Total</b>	0	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 _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

\* EP=English proficient student

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

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

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

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

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

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	14	12	4	6	6	5	3	5					0
Chinese	2	1	4	2	4	2	3							0
Russian														0
Bengali		3	1	3		1	1							0
Urdu		1												0
Arabic		3	1	3		2			1					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	3	5	3	1	5	3		1	1					0
Other			1	3	1		1							0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	1	3	6	4	5				1					0
<b>Emerging</b> (Low Intermediate)	2	5	1	3	2	2	1	1	2					0
<b>Transitioning</b> (High Intermediate)	3	5	5	4	2	3	1	1	1					0
<b>Expanding</b> (Advanced)	3	14	10	5	7	9	8	2	3					0
<b>Commanding</b> (Proficient)	21	4	2		7			3	1					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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> 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														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	6	2	1	0
4	8	4			0
5	9	1			0
6	3	3	1		0
7	9	1			0
8	2	5			0
NYSAA					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2		2		3	4	1	1	0
8			5		2				0
NYSAA Bilingual (SWD)									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
  - The assessments tools our school uses to assess the early literacy skills of ELL's are DRA, and MOSL. By looking at the data from these assessments, we can determine the strengths and weaknesses of our ELL's. This information helps the classroom teachers, AIS teachers, and the ESL teachers plan more effectively to meet the needs of the ELL's. Results are always shared. In fact, the ESL teachers have also administered these assessments. What these assessments reveal is that reading comprehension and vocabulary acquisition for ELL's needs to be improved. Paste response to questions here:
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
  - The data patterns reveal that the areas of reading and writing seem most in need of assistance, followed by listening and speaking. Students in Grades K-2 acquire listening and speaking skills earlier than the reading and writing skills. The use of rhymes and rhyming patterns in chants are used as well as phonics in Grades K-2. Newcomers are in immediate help with all four skills. The upper grade students are in need of refining their reading comprehension and organizational skills in writing in order to score proficient. Modeling writing is used to teach the students how to express themselves through writing once the speaking skills are mastered. Paste response to question here:
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
  - Our mission is to provide a comprehensive literacy program to help develop reading, writing, speaking, and listening skills for all ELL's. Teaching students strategies such as utilizing prior knowledge they acquired in the content areas in their native language is one example of helping these students succeed. Visuals, hands-on activities, graphic organizers, picture dictionaries, books with audio tapes, and computer programs are all strategies that are being utilized through scaffolding and developing background knowledge. Spotlight ESL Literacy Program by Santillana is aligned with the Common Core and is used to provide opportunities for ELL's to gain and develop English Language proficiency skills in all modalities.. The patterns across the NYSESLAT modalities affect our decisions as far as planning our curriculum and ordering the materials that focus on the skills that need to be mastered. The AMAO displays the percentage of students making progress in English: percentgae of students attaining English language proficiency and the whether there is adequate annual progress. Paste response to question here:

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?
4. The patterns across performance levels and grades indicate that the listening and speaking skills are acquired earlier than the reading and writing skills. In fact, students have scored proficient in listening and speaking; however, they have scored intermediate and advanced in reading and writing. Therefore, they are still eligible for ESL services. In Grades K-2, all four skills need to be mastered; however, the students' listening and speaking skills improve earlier than the reading and writing. From Grades 3-8, ELL's need to improve their reading and writing in order to score proficient. This year, we have Newcomers entering Grades 1-5; consequently, their scores in the modalities of the LAB-R have affected our patterns. ELL's who are literate in their own native language achieve a higher score on exams they take in their native language compared to tests taken in English. The longer the student is in an English Language School, the more proficient he/she becomes in English; thus, the need for him/her to take the exams in their native language minimizes. The native language is used to help bring the student from the unfamiliar to the familiar. For example, explaining vocabulary; describing context; and teaching about cultural differences are ways that we help our students' comprehension improve by using their native language. We currently use content area textbooks in Spanish (Santillana Publishing) in science, social studies, and Go Math (Houghton Mifflin Harcourt) for math. This helps to improve their native language proficiency and continuous progress in the content area.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] Paste response to question here: Our ESL teacher informs the leadership and teachers on how to use the results of the periodic assessments. The weaknesses on the Periodic Assessments are examined. The results help in planning for instruction that will take into account these weaknesses of the ELL's. For example, students who have problems with listening comprehension need repetition and simpler directions so that they can understand what is asked of them. Grammar is a significant focus on the writing part of the NYSESLAT assessments. Teachers spend time on the grammatical rules of the English language so that the students can identify a correct sentence from an incorrect one; editing their writing pieces also helps reinforce their grammar abilities. Periodic assessments are a good indication of the gains the ELL's make and are a good indicator of how the students will do on the NYSESLAT. Suggestions made based on the results are shared. What is also shared is if these suggestions have worked.
6. How do you make sure that a student's new language development is considered in instructional decisions?
- One report that we use when considering instructional decisions is the RLAT which shows the scores for each language skill every year the students take the NYSESLAT. The data on this report displays the proficiency level of every target skill. The teacher is able to create goals based on this information. In addition, we interview the parents who provide vital information for decision-making. The Exam History Report and previous academic records offer insight that is useful for both content area and ESL teachers to use to teach in such a way that they are building the students' English language skills. In order to consider the child's second language development teachers must include differentiation and scaffolding strategies that address the needs of their ELLs throughout their instruction. For example, teachers may include translated versions of text across the content areas and visual aids (photos, illustrations, videos etc.) .
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - 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).
8. We evaluate the success of our program by examining the data from the results of the NYSESLAT and the other state exams. Also we use the periodic assessments to identify strengths and weaknesses. Teachers collaborate and exchange ideas on how to help ELL's. We provide students with services to help them succeed. We learn from the periodic assessments where the strengths and weaknesses lie in listening comprehension; reading comprehension; and grammar. Lessons are developed to address the needs. Grammar points are explained and students are given exercises to reinforce what is learned. Reading strategies are taught for students to tackle the meaning of new words using context clues. Students are given listening exercises to improve their listening skills which are necessary, especially in middle school when note-taking is expected. The native language is used when newcomers need help to understand concepts in math or science. Newcomers are also tutored in their native language by bilingual staff members and peer tutors.

## Part IV: ELL Identification Process

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

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.
  1. When a child is registered, the Pupil Accounting Secretary gives a registration packet, which includes the Home Language Identification Survey, to the parent/guardian to complete. The parent/guardian is assisted by the ESL teacher, Assistant Principal or a pedagogue who speaks the native language of the parent/guardian when completing the HLIS. Pedagogues such as the ESL teacher and Assistant Principals interview the parent/guardian. Our parent coordinator or any other staff member who can translate also participates in the interview when needed. Our staff includes pedagogues who Spanish, Chinese, Arabic, Greek, Italian, French, Korean, Tagalog, and Portuguese. The purpose of the interview is to assure that the parent completes the HLIS accurately. Also, we ask questions concerning the child's previous schooling. This helps us get a good idea of the student's educational background. Parents who speak low incident languages are assisted through the Translation Unit. Once the HLIS is completed, the ESL teacher reviews the survey and determines whether or not the child needs to be tested with the LAB-R. If the child's home language is other than English, the child is given the LAB-R by the ESL teacher who is certified in Teaching English to Speakers of Other Languages. The child is also interviewed so that the ESL teacher can determine if the survey was completed accurately. The testing is done within 10 days of registration. If the child is eligible, the parent is given the different options she/he has for the child. Once the LAB-R is scored, Spanish-speaking ELL's are given the Spanish LAB if they are eligible for ESL services.

In the spring, the NYSESLAT is administered. Once the dates for administration are announced, the ESL teacher plans a schedule for testing. This schedule is discussed with the Testing Coordinator who ensures room availability. A memo is sent to the classroom teachers and to the parents (in their preferred language) that includes the dates, times, and rooms. The ESL teacher uses the RLAT report to determine NYSESLAT eligibility. She also keeps a list of students who have LAB-R hand-scores that have not yet appeared on ATS. These students are also eligible to take the NYSESLAT. The ESL teacher first administers the Speaking one-to-one. After completing the Speaking, the students are administered the Listening, Reading, and Writing components in groups. In the fall, the NYSESLAT scores are available. The ESL teacher attains the Exam History Report and the RNMR Report which show the individual skills scores. Therefore, the teacher is able to view which skill/skills each individual ELL needs additional help in. The reports show the students' strengths and weaknesses. The most recent scores are compared to the previous scores; thus, it is possible to view what gains, if any, were made and in which skill. Also, it is possible to see what needs must be addressed.
  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).
    2. Once the potential ELL's are tested within 10 days of registration with the LAB-R and Spanish LAB, if applicable, parents are asked to attend an orientation. Our school ensures that parents understand all three program choices at the fall parent orientation. At this meeting, the parents of newly-arrived ELL's are informed of the 3 available programs in NYC and are assisted in the program selection after they view the video. We also provide the guides in the parents' preferred language. Our parent coordinator, Assistant Principal, and Principal are present along with any other staff member who speaks the native language of a parent who may need a translator. If a parent is not present at the orientation, we meet with him/her for an individual conference. One-to-one meetings are also conducted throughout the year for newly arrived ELL's. The parent orientation video which describes the three instructional ELL programs are available on the internet in different languages. Parents view the videos in their preferred language on individual laptops in our Technology Room at the orientation. Parents are explained that should 15 parents or more whose children speak the same language opt for a Transitional Bilingual Program, the school will offer such program. Thus far, our parents choose the Freestanding ESL Program as their Number 1 choice. Should they choose a TBE/DL program that eventually becomes available, our Assistant Principal along with any pedagogue who speaks the parent's preferred language will call the parent.
  3. Describe 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).
    3. The school must administer the Home Language Identification Survey (HLIS) to determine the student’s home language as part of general intake procedures. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language. A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. The home language determination is not based solely on the responses to the questions (regardless of number of responses of one language or another).

For students whose home language is not English, the school must administer a more in-depth interview with the student, review his/her school work (if available), and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility (whether the student should take the NYSITELL).

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.

Paste response to question here: 4. The following procedures are used to notify parents of identified ELL's the program placement. First-Time Entitlement Letters are sent out, copies of which are kept in the ESL teachers' office, in English and in the parents' preferred language. Placement Letters follow, copies of which are kept in the ESL teachers' office. We encourage the parent to keep the child in the selected program for more than one year since research has shown that students are most successful if they stay with one program. At P.S. 71, we make every effort to place the student in a classroom of a teacher who speaks the student's native language. If this is not possible, then we place the student in a class where there is at least one child who speaks his/her language. The ELL student is buddied up with a student who is fluent in English and who speaks the ELL's native language. Thus, the student has an additional channel through which he/she may express him/herself. For students who took the NYSESLAT exam, Continued Entitlement Letters are distributed in English and in the preferred language. Again copies of these letters are kept on file.

5. Describe 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).

Paste response to question here: Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.

Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly 5. We begin by forming a committee that includes the ESL teachers, a literacy coach., and an AIS teacher. We organize the testing dates and all the materials. We distribute memos to all teachers, and pertinent staff members informing them of test dates, times, locations and make-up dates. We begin with the Speaking part of the test, then the Listening, next is Reading and the last part is the writing. Provisions and accommodations are made for ELL's with IEPs.

6. 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.

Paste response to question here: Once the potential ELL's are tested within 5 days of registration with the NYSITELL and Spanish LAB, if applicable, parents are asked to attend an orientation. Our school ensures that parents understand all three program choices at the fall parent orientation. At this meeting, the parents of newly-arrived ELL's are informed of the 3 available programs in NYC and are assisted in the program selection after they view the video. We also provide the guides in the parents' preferred language. Our parent coordinator, Assistant Principal, and Principal are present along with any other staff member who speaks the native language of a parent who may need a translator. If a parent is not present at the orientation, we meet with him/her for an individual conference. One-to-one meetings are also conducted throughout the year for newly arrived ELL's. Parent Engagement is conducted every Tuesday from 2:35 to 3:55 PM for K-5 students and every Wednesday from 8:15 to 9:00 AM for 6-8 students. The parent orientation video which describes the three instructional ELL programs are available in different languages on the NYC DOE website. Parents view the videos in their preferred language on individual laptops in our Technology Room. Parents are explained that should 15 parents or more whose children speak the same language opt for a Transitional Bilingual Program, the school will offer such program. Thus far, our parents choose the Freestanding ESL Program as their Number 1 choice. Should they choose a TBE/DL program that eventually becomes available, our Assistant Principal along with any pedagogue who speaks the parent's preferred language will call the parent.

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.

Paste response to question here: Our school ensures that entitlement letters along with flyers that announce the date, time, and location of the parent orientation are given to the parents. Our classroom teachers are helpful in informing the parents of the orientation. Also our Parent Coordinator and Assistant Principal follow up with phone calls. At the orientation, the Parent Survey and Program Selection Forms are distributed in the preferred language. The ESL Teachers answer any questions. If a parent does not come to the orientation, we send the letters homes with the student in their native language and in English and request a one-to-one meeting. The parent coordinator or any other staff member who speaks the preferred language makes a follow-up call. The ESL teacher meets with parents to assist them with completing the survey. A translator is always included if it is deemed necessary. We keep a list of parents who complete the survey on our Master List of Eligibility. The Program Selection Form is placed in the student's cumulative records. A copy is kept for the school in a secure file in the ESL Department.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Paste response to question here: As mentioned above, we keep a list of parents who complete the survey on our Master List of Eligibility. The Program Selection Form is placed in the student's cumulative records. A copy is kept for the school in a secure file in the ESL Department. For those parents who do not complete the Survey, we resend it and follow it up with a phone call. We either conduct a telephone conference or a one-to-one meeting where we explain the survey and selection process.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Paste response to question here: Once we administer the NYSITELL, we distribute the placement parent notification letters to the parents via the classroom teacher. These letters are in English and in the preferred language of communication the parents indicated when registering their child. We follow up with a phone call answering any questions the parents may have.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Paste response to question here: The yellow copies of the HLIS's are kept in a file in the ESL room. Each file contains the copies of a specific school year. The original HLIS is placed in the student's cumulative folder. Letters (Entitlement, Non-Entitlement, Continued Entitlement, Placement, etc.) are kept in a binder per school year.
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.  
Paste response to question here: We begin by forming a committee that includes the ESL teachers, a literacy coach, and an AIS teacher. We organize the testing dates and all the materials. We distribute memos to all teachers, and pertinent staff members informing them of test dates, times, locations and make-up dates. We begin with the Speaking part of the test, then the Listening, next is Reading and the last part is the Writing. Provisions and accommodations are made for ELL's with IEPs.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Paste response to question here: In the beginning of the school year we download the letters from the NYDOE website the Parent involvement link. The letters are written in several languages so we are able to provide parents with the continued entitlement and transitional support notification in their own language.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
Paste response to question here: After reviewing the Parent Survey and Program Selection Forms returned for the past three years, we conclude that 100% of our parents whose children are ELL's indicate the ESL Program as their first choice, the TBE Program as their second choice, and the Dual Language Program as their third choice. We also consult parents whose children have transferred to our school from other public schools. Parents express that they wish their children to be in a Freestanding ESL program. The program that is offered at our school is aligned with our parent requests. Our parents wish to have their children served in a small-group setting so that each individual's needs are addressed. This year, parents of all 16 newly-arrived ELL students at P.S. 71 chose the Freestanding ESL program.  
The program that is offered at our school is aligned with our parent requests. Our parents wish to have their children serviced in a small-group setting so that each individual's needs are addressed. Also, the students feel comfortable in a group where there are other students who share the same experiences at school and who speak another language at home. The parents like the camaraderie and friendships that develop. They also like that their children work on a pace that is more appropriate for them. They are informed of their children's progress. They are also advised on how they can assist them through parent workshops. When they are given the survey, they are given an explanation of what the school has to offer. There is also a description of the differences between Freestanding ESL, Transitional Bilingual Education, and Dual Language. As students are assessed, parents are informed.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction 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.  
Paste response to questions here: Our ELL's are grouped based on their grade level and proficiency level. Instruction is delivered to ELL's by bringing them together from various classes for English. They are homogeneous groups. We teach for everyday application. We use the Rigby Balanced Literacy Program. We currently use the Spotlight on English Literacy program which is aligned with the Common Core Learning Standards. We also use the Spin!: Grammar, Vocabulary, and Writing series. Entering students are placed in a small group where individual attention is given, and they are also taught in a larger group of Beginner and Intermediate ELL's so that they have the opportunity to interact with their peers who are more advanced. They are in a pull-out program which targets their individual needs. This model services students K-8. If there is a high concentration of students in one class, integrated services are provided.
  - 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)?  
Paste response to questions here: Entering and Emerging ENL students receive 1 unit of study in Stand-Alone-ENL and 1 unit of Integrated ENL/ELA per week. Transitioning and Expanding students receive .5 unit of Stand-Alone ENL and .5 unit of Integrated ENL/ELA per week. Commanding ENL students receive .5 unit of Integrated ENL/ELA per week.  
All units of instruction are delivered by a certified ESL teacher.
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.  
Paste response here: The language used when teaching the content areas is English; however, as stated earlier, if the classroom teacher speaks the same language as the newly-arrived ELL, then the native language is used to facilitate learning one-on-one. The instructional approach for teaching is hands-on. For example, visuals like maps and globes are used to show a map key, to teach the capitals, and the land formations of the different regions. In science, for example, we use visuals to show the difference between living and non-living. Students analyze parts of plants and label them. In other words, we strongly believe in a hands-on approach to learning for our ELL's. We immerse the students in a print-rich environment. Picture cards, photographs, and SMARTboards are used as visual teaching tools. We also use graphic organizers and model well-written pieces using the Smartboard. The ESL teacher collaborates with classroom teachers and piggybacks off their instruction so there is continuity from the classroom to the program thus supporting the ELL's in the content areas. The ESL teacher follows the curriculum maps that are aligned to each grade and the Targeted Skills of the Week from our literacy program. The ESL teachers use the Spotlight ESL program which is effectively aligned with the Common Core and the schools literacy programs. Students are supported in developing their listening, speaking, reading, and writing skills. Big books and leveled books are used. Children are assessed on an ongoing basis with Benchmark Assessments. Based on the assessments, our students are grouped and provided with appropriate materials to enhance instruction. At P.S./M. S. 71, ELA programs we use are Ready-Gen, Code-X, and for math we use the Go Math! program.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
Paste response to question here: Students whose native language is Spanish are given the Spanish LAB along with the LAB-R when they are first admitted. This exam gives the ESL teacher and classroom teacher an idea of the skills the student has acquired in Spanish. In addition, other ELL's who speak other languages are interviewed by pedagogues who are fluent and literate in their languages. This interview gives us additional insight into the skills the student has acquired in his/her native language. When an ELL has been referred and is to be evaluated by our SBST team, a bilingual psychologist is used to test the student in his/her native language in addition to the English-speaking psychologist. At P.S. /M.S. 71, we take every precaution to assure that ELL's are not referred solely on the basis of their limited English. The opinion of the bilingual psychologist, outcome from the evaluations, and the recommendations are adhered to with the consent of the parent/guardian.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Paste response to question here: The Spotlight on English program provides an essential assessment piece that allows us to measure student progress across the four modalities, and we also use the English Benchmark Assessment which is a standards based scale that measures English proficiency for K-8 students. This essential tool provides a modern reference framework for assessing proficiency in listening, speaking, reading, and a writing and is also by the Santillana Publishing Co.
6. How do you differentiate instruction for 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

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

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

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

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

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

7. 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.

Paste response to questions here: The principal must review the the Re-Identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with the qualified staff member in the school, the parent/guardian, and the student. The principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-12 month period.

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?

Paste response to question here: Teachers of ELL-SWD's use concrete teaching tools such as visuals and hands-on activities in order to facilitate comprehension of newly-introduced concepts. Phonemic awareness and phonics are taught and reinforced through hands-on materials and computer programs. Textbooks and chapter books accompanied by audio cassettes are used in listening centers. We have arranged for our AIS providers to push-in to our ELL-SWD's classroom and assist the classroom teacher. The AIS teacher will have a guided lesson formulated by the classroom teacher. This lesson will be a reinforcement of a previous lesson given by the homeroom teacher. The ELL-SWD's will have a supported opportunity to practise skills using manipulatives and visual prompts to help them build on language skills.

Chart 7 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?

Paste response to question here: When our ELL-SWD's meet with the ESL teachers, they are grouped with their general ed. peers. This opportunity provides a chance for them to be in a least restrictive environment where they feel comfortable and are productive. We have arranged for our AIS providers to push-in to our ELL-SWD's classroom and assist the classroom teacher. The AIS teacher will have a guided lesson formulated by the classroom teacher. This lesson will be a reinforcement of a previous lesson given by the homeroom teacher. The ELL-SWD's will have a supported opportunity to practise skills using manipulatives and visual prompts to help them build on language skills. When our ELL-SWD's meet with the ESL teachers, they are grouped with their general ed. peers. This opportunity provides a chance for them to be in a least restrictive environment where they feel comfortable and are productive. Additionally, we are also presently using the Pinnell Fountas Phonics program with the First and Second grade to provide and improve basic foundational skills at an early stage.

### 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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

**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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

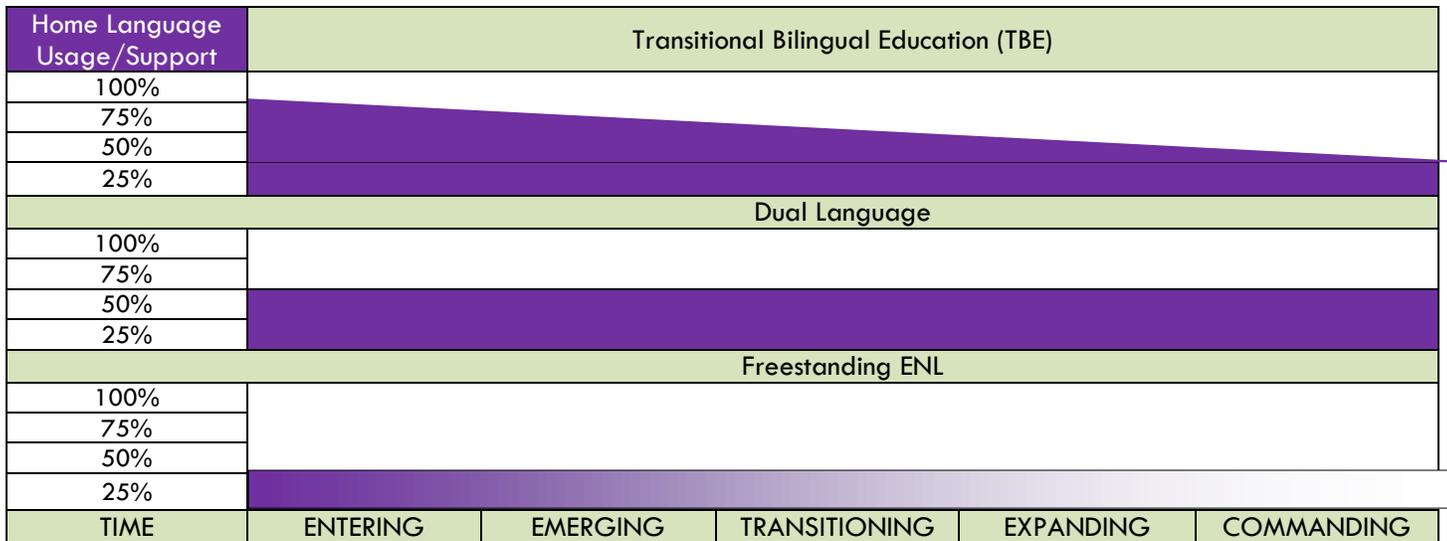


\*Note: “other approved services” does not apply to New York City at this time.

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.  
Paste response to question here: Our AIS and Saturday Academy help ELL's progress in the content areas. Our pull-out AIS teacher is a valuable support for our students who require the strategies to be better readers and writers in Grades 1-2. Our push-in AIS teachers focus on the individual needs of students in the small-groups they service. These needs include improvement in reading and writing skills as well as content area reinforcement. Our Saturday Academy offers additional hours to the students so that they can review and work on math and literacy skills. We also have two afterschool programs offered at our school:
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Paste response to question here: Our math and literacy programs by ReadyGen, CodeX and GoMath are currently being implemented in our school. They are used with the Balanced Literacy Approach. Their effectiveness will be measured this year. However, The Spotlight on English Program for K-6 ELL's has been proven an effective program since 20% percent of our ELLs have scored proficient on the NYSESLAT. Longman's Cornertstone, for the lower grade ELL's, will continue to be used as one of the main components (along with Spotlight on English) of our ESL program. We are also implementing Spin!: Grammar, Vocabulary, and Writing series Levels A-E this year.
12. What new programs or improvements will be considered for the upcoming school year?  
Paste response to question here: We are using New York ELL's by Continental Press to supplement our Saturday ESL Academy. Continental New York ELLs work with the New York Learning Standards for English as a Second Language and helps students become familiar with the types of questions they see on state tests; multiple choice , short written response, extended written response, and oral response. We will be using a newphonics program for the K, 1 and 2 that includes audio and visual hands on activities with music and chants.
13. What programs/services for ELLs will be discontinued and why?  
Paste response to question here: None.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Paste response to question here: ELL's are offered the same support and resources as other students. They have equal access to after-school programs, AIS, Peer Tutoring, Learning Leaders, and the Saturday Academy. These are examples of resources available to our students.
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.  
Paste response to question here: Laptop's, smartboards, overhead projectors, audio-visuals, and a music program are used to support ELL's. For beginners, we use Rigby, Phonics books, Write from the Start, Spotlight on English, and Longman's Cornerstone. For intermediates, we use Betty Azar's Grammar, Rigby, Spin!, Spotlight on English, and Into English. For advanced, we use Reading Comprehension: Developing Fiction and Nonfiction Skills, On Location: Reading and Writing for Success in the Content Areas, and Betty Azar's Fundamentals English Grammar. Dictionaries, chapter books, and textbooks in the students' native languages, and peer tutoring using the students' native language are resources that are available to our students. Materials are purchased for students in their native language for independent reading. In addition to the ESL teacher, there are language teachers who teach Italian and Spanish. These teachers conduct instruction in dual language. Paraprofessionals assist ELL's using their native language regularly during classroom instruction by guiding the students through the lesson and keeping them on task.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Paste response to question here: Bilingual dictionaries, chapter books and textbooks in the students' native languages, and peer tutoring using the students' native language are resources that are available to our students. Materials are purchased for students in their native language for independent reading. In addition to the ESL teachers, there are language teachers who teach Italian and Spanish. These teachers conduct instruction in dual language. Paraprofessionals assist ELL's using their native language regularly during classroom instruction by guiding the students through the lesson and keeping them on task.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Paste response to question here: Our resources are age-appropriate. When we choose our materials, we bear in mind the level, age, grade, and interests of our students. These materials correspond to what is taught in the classr Therefore, class instruction is reinforced in the ESL program.
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).

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

19. What language electives are offered to ELLs?

Paste response to question here: The school offers Spanish as an elective for the 6th, 7th, and 8th grades.

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)?

Paste response to question here: Not applicable.

## 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.)

Paste response to question here: 1. Professional development will be given to keep the teachers updated on the mandates and regulations of the ESL program. They will also be given ESL strategies for teaching content area subjects. They will be familiarized with the LAB-R and the NYSESLAT, so that they are aware of the format of the exams and the standards they address. Teachers will be introduced to the registration process and the importance of the Home Language Identification Survey. Attendance sheets and agendas will be kept on file.

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?

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

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

4. 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.

Paste response to question here: The school provides professional development for all teachers that is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners. For all bilingual and English as a new language teachers, a minimum of fifty percent of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction. Agendas for each professional development event are produced and provided as well as attendance sign in sheets for all who attend the event.

### 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?

Paste response to question here: 1. At P.S. 71, there are monthly P.T.A. meetings that are announced through fliers, e-mails, and P.T.A. Newsletters. Our parent coordinator is bilingual and is always available in translating. Workshops for our parents are held so that they can better understand the NYC Public School System; the upcoming state exams; and the strategies parents can use to help their children succeed. Our Literacy and Math Coaches and AIS teachers hold workshops for parents to help them assist their children at home. Coffee klatches offer another venue for our parents to get involved with our school. We, also, have Parent Engagement on Tuesday mornings for Middle School parents and Tuesday afternoons for K to 5 parents.

2. Schools must individually meet with the parents or guardians of english language learners at least once a year, in addition to parent-teacher conferences, and initial parent orientations. Every effort should be made to ensure that parents complete the Parent Survey & Program Selection Form, and outreach attempts must be tracked and maintained at the school using existing procedures established within the school. The parent choice is recorded in the ELPC screen, however, schools may not select "parent did not return the survey" until the eighteenth school calendar day after initial enrollment. (See question #2 below).

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
Paste response here: We have the Saturday ESL for Parents Program. This program provides the parents with information about the Common Core Curriculum, strategies to help their children at home as well as simple conversational skills.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Paste response to question here: We refer the parents of ELL's to English services that are community-based. These classes are offered in the area; thus, they are convenient. They are located in local libraries and Bronx House. Additionally, we provide free ESL classes to our parents on Saturday mornings.

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

Paste response to question here: We survey the needs of the parents during meetings and parent teacher conferences and plan accordingly. Evaluation sheets are also used to ascertain information regarding the individual questions of our parents.

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

Paste response to question here: Our parental involvement activities address the needs of the parents by offering them workshops so that they can better help their children at home with effective strategies to help them improve in school. Our parent coordinator and guidance counselors hold parent workshops where parents familiarize themselves with the NYC Public School System; therefore, they do not feel overwhelmed by the decisions concerning their children.

### 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: **PS/MS 71**

School DBN: **08X071**

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)
Margaret Mirando	Principal		10/29/15
Fausto Cordero	Assistant Principal		10/29/15
Ana Ortiz	Parent Coordinator		10/29/15
Maria Savvides	ENL/Bilingual Teacher		10/29/15
Ms. Lomonaco	Parent		10/29/15
AnaMarie Medina, ENL	Teacher/Subject Area		10/29/15
Irene Pappas, Writing	Teacher/Subject Area		10/29/15
Ana Martinez, Math	Coach		10/29/15
Kristen Murphy, Literacy	Coach		10/29/15
Katherine McMorrow	School Counselor		10/29/15
Karen Ames	Superintendent		10/29/15
	Borough Field Support Center Staff Member _____		
Caitlyn Mondelli	Other <u>Assistant Principal</u>		10/29/15
	Other _____		
	Other _____		

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN:**            **School Name:**  
**Superintendent:**

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

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

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

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

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

---

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.

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.

**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.)

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.

### **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.

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.

### **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.)

### **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

**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)