



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2011-2012  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL NAME : LUIS MUNOZ RIVERA**

**DBN (DISTRICT/ BOROUGH/ NUMBER 04M083**

**PRINCIPAL: FRANCES CASTILLO**

**EMAIL: FCASTIL@SCHOOLS.NYC.GOV**

**SUPERINTENDENT: LUZ CORTAZZO**

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Frances Castillo	*Principal or Designee	
Samantha Duitz	*UFT Chapter Leader or Designee	
Martha Borrero	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Hazel Cruz	Member/Chairperson	
Joyce Boykin	Member/Parent	
Deborah Mumford	Member/Parent	
	Member/	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

**Annual Goal #1**

**Common Core Standards and Performance Based Assessments**

- By June 2012, 100% of units of study in literacy and 50% of units in Mathematics will be aligned to the common core standards and will each include 6 performance based assessment supported by tools of measurement.

**Comprehensive needs assessment**

- Department of Education Instructional Expectations of aligning curriculum to the common core learning standards with Performance Based Assessments
- Decline of 2% in student performance in ELA and Mathematics as per the 2010-2011 Progress Report
- Decline of 6.4% in student progress in ELA and Mathematics as per the 2010-2011 Progress Report
- 

**Instructional strategies/activities**

- Teachers will attend CFN# 408 Summer Institute sessions for planning Performance Based Assessments and Common Core Standards and turnkey information at the August Professional Development
- Math Cluster teacher will attend CFN # 408 common core summer workshop for meeting math expectations
- Math Cluster teacher will attend monthly CFN # 408 common core/PBA math workshops and turnkey information to classroom teachers.
- Grade Leaders (3) will attend monthly CFN # 408 common core literacy workshops and turnkey information during common prep/PP meetings
- Teachers will receive an additional common prep for planning and student work analysis
- Pending budget allocations schedule per session hours to continue developing PBA's
- Instructional walkthroughs
- Lesson studies- Network Professional Development offerings
- Administration will attend monthly meetings focusing on the Common Core and Performance Based Assessments
- Bi-weekly sessions with CFN 408 Instructional coach to further the work with common core and PBA
- Monthly meetings with administration

**Strategies to increase parental involvement**

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- 4 ELA workshops and 4 mathematics workshops will be provided emphasizing Performance Based Assessments and the common core learning standards
- Two workshops focusing on the schools new report card aligned to the common core learning standards
- Discussions around common core learning standards at monthly Parent Teacher Association meetings
- Schedule parent meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives and allow parents to provide suggestions
- Support school level committees that include parents who are members of the School Leadership Team, The Parent Teacher Association and Title I Parent Committee. This includes providing ongoing professional development

**Strategies for attracting Highly Qualified Teachers (HQT)**

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Bi-weekly professional development sessions with Children First Network Achievement Coach
- Grade Leaders attend monthly ELA /Math common core learning standards meetings with Children First Network 408 and provide turn-key sessions during common grade meetings
- Monthly common grade meetings with administration, grade leaders and teacher teams focusing on development of units of study with performance based assessments aligned to common core learning standards.
- Administration attends monthly Principal and Assistant Principal's meetings focusing on Common Core Learning Standards, Performance Based Assessments provided by CFN 408 and facilitated by an Aussie Consultant
- Attendance at NYSED MSP Title 2B Stem Grant program

**Service and program coordination**

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Provide additional time for planning utilizing common core to support all students inclusive of NCLB students

**Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Title I funds
- NYSED MSP Title 2B Stem Grant

**Annual Goal #1**

**Common Core Standards and Performance Based Assessments**

- By June 2012, 100% of units of study in literacy and 50% of units in Mathematics will be aligned to the common core standards and will each include 6 performance based assessment supported by tools of measurement.

**Comprehensive needs assessment**

- Department of Education Instructional Expectations of aligning curriculum to the common core learning standards with Performance Based Assessments
- Decline of 2% in student performance in ELA and Mathematics as per the 2010-2011 Progress Report
- Decline of 6.4% in student progress in ELA and Mathematics as per the 2010-2011 Progress Report
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**Instructional strategies/activities**

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- Teachers will receive an additional common prep for planning and student work analysis
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- Instructional walkthroughs
- Lesson studies- Network Professional Development offerings
- Administration will attend monthly meetings focusing on the Common Core and Performance Based Assessments
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- Monthly meetings with administration

**Strategies to increase parental involvement**

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

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- Two workshops focusing on the schools new report card aligned to the common core learning standards
- Discussions around common core learning standards at monthly Parent Teacher Association meetings
- Schedule parent meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives and allow parents to provide suggestions
- Support school level committees that include parents who are members of the School Leadership Team, The Parent Teacher Association and Title I Parent Committee. This includes providing ongoing professional development

**Strategies for attracting Highly Qualified Teachers (HQT)**

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- Monthly common grade meetings with administration, grade leaders and teacher teams focusing on development of units of study with performance based assessments aligned to common core learning standards.
- Administration attends monthly Principal and Assistant Principal's meetings focusing on Common Core Learning Standards, Performance Based Assessments provided by CFN 408 and facilitated by an Aussie Consultant
- Attendance at NYSED MSP Title 2B Stem Grant program

**Service and program coordination**

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Provide additional time for planning utilizing common core to support all students inclusive of NCLB students

**Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Title I funds
- NYSED MSP Title 2B Stem Grant
- NCLB Funds



**Annual Goal #2**  
**By June 2012, 100 % of teachers will effectively collect and analyze data to inform instruction**

**Comprehensive needs assessment**

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

- Decline of 2% in student performance in ELA and Mathematics as per the 2010-2011 Progress Report
- Decline of 6.4% in student progress in ELA and Mathematics as per the 2010-2011 Progress Report
- With the new Department of Education expectations there is a need to close the gap in student achievement. Therefore, we need to narrow down our system of data collection to effectively implement a system that will assist in clarifying objectives, identifying current realities to develop clear and actionable next steps.
- Attendance data shows there is a need to decrease the number of late arrivals
- The Department of Education Initiative to implement a Response to Intervention Program requires us to effectively utilize data to address the individual needs of students.

**Instructional strategies/activities**

- Teachers will meet on a weekly basis during common planning time and grade level meetings to examine student work
- Administration will monitor data collection by reviewing conference notes with next steps, running records and PBA rubrics on a 6 week time interval.
- Administration will conduct formal & informal observations
- Teachers will make revisions/modifications to their units of study & lesson plans as per identified student needs
- Teachers will provide parents with progress reports indicating progress monitoring initiatives
- A universal assessment/monitoring schedule will be developed
- Professional development on effective ways to utilize data
- City Year Attendance initiative
- Accelerated Reading data will be utilized to provide Differentiated Instruction in Literacy
- Data- folios for RTI Students will be created and maintained
- Learning walks
- A book study
- Development of a school wide report card aligned to common core learning standards
- Department of Education morning wake up calls

**Strategies to increase parental involvement**

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Parent Coordinator will host parent grade sessions to support them in navigating through the ARIS system and keeping abreast with their children's data.
- New school report card will inform parents of student progress and need as per teacher data.
- School messaging system and City year will keep parents abreast of student attendance and strategies for improvement
- Parents will be required to sign students reading log on a daily basis to ensure reading is occurring
- Accelerated Reading reports will go home to parents to demonstrate progress and areas needing development
- Monthly Progress reports will go home for students at risk and 4x a year for students meeting grade level benchmarks
- 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

**Strategies for attracting Highly Qualified Teachers (HQT)**

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Danielson Framework for Teaching will be used as a professional development tool for growth
- Teachers will be provided the opportunity to participate in instructional rounds
- One Professional Prep a month will be utilized for looking at data, having discussions on data and developing a plan of action for next steps.
- Monthly faculty conferences will be geared to an RTI book study
- The data team will meet monthly with teacher teams to discuss data, conduct gap analysis to assist with planning and instruction

**Service and program coordination**

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Students assigned to neighboring housing programs will be accepted and data (ATS and classroom) will provide us with information in providing them with supplemental services to support them with instruction
- Collaboration with School Food and Nutrition will provide our students with breakfast in the classroom to ensure all students have a well balanced breakfast to keep them focused on instruction
- Collaboration with Head Start Programs will support the work being done in our Pre-K, Kindergarten and First grade programs to ensure students entering our school are meeting our benchmarks.

**Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Title 1
- NCLB Funds

**ANNUAL GOAL #3**

**By June 2012 100 % of teachers will be implementing Tier 1 interventions as per the RTI model on a daily basis for identified students using supporting documentation. Teachers will address students' academic and behavioral needs by implementing research-based strategies that work for students.**

**Comprehensive needs assessment**

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

- Decline of 2% in student performance in ELA and Mathematics as per the 2010-2011 Progress Report
- Decline of 6.4% in student progress in ELA and Mathematics as per the 2010-2011 Progress Report
- Department of Education Initiative to implement an RTI program by 2012
- With the new Department of Education expectations there is a need to close the gap in student achievement and prepare students for college and career readiness.
- Teachers need to broaden their knowledge base and create a tool box of strategies to support students at the different tiers
- Utilize researched based programs to support the needs of students via a push in /pull out model

**Instructional strategies/activities**

**Annual Goal #4**

- **By June 2012 100% of our teachers will demonstrate professional growth within two domain areas from Danielson's Framework for Teaching as identified by them in October during one on one conferences and teacher self evaluation**

**Comprehensive needs assessment**

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

- Decline of 2% in student performance in ELA and Mathematics as per the 2010-2011 Progress Report
- Decline of 6.4% in student progress in ELA and Mathematics as per the 2010-2011 Progress Report
- With the new Department of Education expectations there is a need to close the gap in student achievement. Through self-reflection and goal setting teachers will further develop their instructional practices to enhance student achievement/progress
- Provide teachers with differentiated professional development to aide them in their professional growth
- Have ongoing conversations with teachers on instructional practices as observed during informal observations
- Develop a teacher evaluation system that supports an evaluative criteria, levels of performance, clear expectations with specific procedures, instruments, personnel and timelines

**Instructional strategies/activities**

- Developing the roll out plan for the Danielson's Framework for Teaching in August
- Distribution and review of the roll out plan with school pedagogues and introduction of the Performance Review team
- Completion of a self-assessment by all teachers using rubric for professional teaching standards based on Danielson's four domains of teaching.
- Teacher develops goal(s) based on improved student learning, with at least two related to school action plan
- Teacher and administrators meet one on one 3x a year to review the self-evaluation, establish an action plan, monitor progress and modify or enhance strategies of implementation
- Administrators and Instructional rounds team conduct informal observations throughout the school year
- Pre and post conversations, teacher reflection and written summary of observation and informal observations held
- Professional development for administration provided by CFN 408 and outside organizations

**Strategies to increase parental involvement**

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Provide opportunities for parents to help them understand the school's teacher professional development and accountability system student
- School Leadership team will analyze results of school survey as a tool for demonstrating teacher professional growth
- Parent surveys will inform teacher growth within their selected domains for growth
- Parent newsletters provided by classroom teachers will keep parents abreast of the work teacher's are doing towards meeting their goals.

**Strategies for attracting Highly Qualified Teachers (HQT)**

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Developing the roll out plan for the Danielson's Framework for Teaching in August
- Distribution and review of the roll out plan with school pedagogues and introduction of the Performance Review team
- Completion of a self-assessment by all teachers using rubric for professional teaching standards based on Danielson's four domains of teaching.
- Teacher develops goal(s) based on improved student learning, with at least two related to school action plan
- Teacher and administrators meet one on one 3x a year to review the self-evaluation, establish an action plan, monitor progress and modify or enhance strategies of implementation
- Administrators and Instructional rounds team conduct informal observations throughout the school year
- Pre and post conversations, teacher reflection and written summary of observation and informal observations held

**Service and program coordination**

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Teacher growth will be evaluated via student progress inclusive of all Special Education and NCLB students
- Teachers domain selection will support students instructional growth

**Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Aussie Consultants
- CFN 408 Support – Network Leader, Director of Instruction
- TL FSF funding
- Administration

**ACADEMIC INTERVENTION SERVICES (AIS)/RTI**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	0	0	N/A	N/A	0	0	2	0
<b>1</b>	10 Reading Recovery	0	N/A	N/A	0	0	3	0
<b>2</b>	16 Via RTI	0	N/A	N/A	0	0	4	0
<b>3</b>	10 Via RTI	15	N/A	N/A	0	0	5	0
<b>4</b>	10 Via RTI	15	0	0	0	0	1	0
<b>5</b>	10 Via RTI	10	0	0	0	0	2	0
<b>6</b>								
<b>7</b>								
<b>8</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (RTI)	Description
<p><b>ELA</b></p>	<ul style="list-style-type: none"> <li>• A review and analysis of data is conducted in order to identify students in need of AIS support. This includes data from running record assessments and other formative and summative data.</li> <li>• Grade level inquiry teams meet to discuss student performance on the grade level. Students in need of academic intervention services are identified.</li> <li>• Teachers provide Tier I differentiated instruction for students struggling with reading and/or writing in their classrooms. Teachers set individual goals for targeted students, and monitor progress according to established timelines. If a student does not demonstrate adequate progress, the teacher refers the student to the Response to Intervention Team (RTI)</li> <li>• The work of the Response to Intervention team has been strengthened in terms of Tier I support. The (RTI) team may support a teacher in developing a more specific intervention plan for an at risk student. Because of more focused and intensified differentiation, fewer numbers of students are being identified in need of Tier II support.</li> <li>• When a student needs more intensified academic intervention, student needs are reviewed by the (RTI) Team in conjunction with the classroom teacher. An Intervention Plan is developed which includes specific goals. Timelines are established to support monitoring of student progress. Targeted students are scheduled for Tier II services according to their individual needs.</li> <li>• Several research-based intervention programs are used to support students in reading. Reading Recovery is provided to at-risk first graders with daily individual specialized support. The Fountas &amp; Pinnell's Benchmark Assessment System is being used for students in grades 3-5.</li> <li>• Intervention Plans are developed and student progress is closely monitored by the classroom teacher and the Response to Intervention Team.</li> <li>• An academic after school program through our partner City Year supports targeted students in Literacy and mathematics in grades in 3 through 5.</li> <li>• The Common Core Learning Standards for English Language Arts &amp; Literacy is used to support student success.</li> </ul>
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• In order to identify students who are in need of AIS support, a complete review and analysis of data is conducted.</li> <li>• Grade level inquiry teams meet to discuss student performance on the grade level.</li> <li>• Students in need of academic intervention services are identified. Teachers provide Tier I individual and/or small group differentiated instruction for children struggling with mathematics in their classroom. Teachers set individual goals for targeted students, and monitor progress according to established timelines. If a</li> </ul>

	<p>student does not demonstrate adequate progress, the teacher refers the student to the Response to Intervention Team (RTI)</p> <ul style="list-style-type: none"> <li>• The work of the Response to Intervention team has been strengthened in terms of Tier I support in not only Literacy but in Mathematics as well. The RTI team may support a teacher in developing a more specific mathematics intervention plan for an at risk student. Because of more focused and intensified differentiation, fewer numbers of students are being identified in need of Tier II mathematics support.</li> <li>• When a student needs more intensified academic intervention, student needs are reviewed by the RTI Team along with the classroom teacher. An intervention plan is developed which includes specific goals and timelines. Student progress is monitored to determine if the student has made adequate progress.</li> <li>• Budget constraints have impacted the number of mathematics academic intervention providers. In order to maintain Tier II support, all teachers are interventionists as members of a grade level inquiry team. One Math cluster teacher and other supports targeted students on their designated grade team level. Tier II and Tier III intervention services are provided during the school day in individual or Intervention Plans are developed and student progress is closely monitored by the classroom teacher and the Response to Intervention Team. Once again it should be noted that while this model has realized success, the numbers of students that can be targeted remains low.</li> <li>• An academic after school program through our partner City Year supports targeted students in Literacy and mathematics in grades in 3 through 5.</li> <li>• The Common Core Learning Standards for Mathematics is used to support student success</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Teachers provide Tier I individual and/or small group differentiated instruction for children struggling in Science. Teachers set individual goals for targeted students, and monitor progress according to established timelines.</li> <li>• The Common Core Learning Standards for Informational Text K-5 and the appropriate writing standards of the Writing Standards K-5 are used to support student success in Science.</li> <li>• Science cluster teachers utilizes her Professional Prep to support students identified as needing additional support in science</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Teachers provide Tier I individual and/or small group differentiated instruction for children struggling in Social Studies. Teachers set individual goals for targeted students, and monitor progress according to established timelines.</li> <li>• Social Studies instruction is embedded in the Literacy block when possible.. Tier I, II and III academic intervention will occur as part of the literacy program.</li> <li>• The Common Core Learning Standards for Informational Text K-5 and the appropriate writing standards of the Writing Standards K-5 are used to support student success in Social Studies</li> </ul>
<b>At-risk Services provided by the Guidance Counselor</b>	<ul style="list-style-type: none"> <li>• Part time school counselor will provide guidance and crisis counseling services during the school day as needed with a primary focus on mandated students</li> </ul>
<b>At-risk Services provided by the School Psychologist</b>	<ul style="list-style-type: none"> <li>• At-Risk counseling is provided by our psychologist to those students identified by the collaborative Intervention Team /Response To Intervention or the administration.</li> </ul>
<b>At-risk Services provided by the Social Worker</b>	<ul style="list-style-type: none"> <li>• Counseling services is provided to “at risk” students by the Mount Sinai hospital Social Worker when needed. Students are referred by the Collaborative Intervention Team/Response to Intervention Team, Teachers, Administrative Team and parents.</li> </ul>

**At-risk Health-related Services**

- Health related services are offered during the school day one period per week. Students are assisted in learning how to cope with health related issues such as obesity, diabetes, asthma etc.

**INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

Public School 83, recognizes that a child's education is a responsibility shared by the school and family during the entire time the child spends in school. In order to support the goal of the school, which is to educate all students effectively, the school and parents must work as knowledgeable partners. Parental involvement is an integral component of a schools' ability to provide for the educational success of their children. The school's endeavor is to meet the diverse cultural and language needs of parents and children. Public School 83 acknowledges that engaging parents is essential in order to improve student achievement and that schools should foster and support active parental involvement.

In response to this commitment to maintain and increase active parental involvement, and in compliance with the legal requirements of The No Child Left Behind Act of 2001, Public School 83 establishes the following parental involvement plan.

The Parental Involvement Plan involves parents of students of all grade levels, Pre-K-5, in a variety of roles. The plan recognizes that communication between home and school should be ongoing, consistent, and meaningful. During the summer, the members of the School Leadership Team and the Parent Teacher Association meet with the Principal and Assistant Principal to compose the first school newsletter and calendar to keep parents abreast of the activities planned for the month of September. Monthly newsletters and calendars are sent to parents highlighting all school wide activities throughout the school year.

The PTA President and the Parent Coordinator work collaboratively as members of the school's steering committee. They attend all meetings and provide input for implementation of programs from a parental perspective. At our first meeting held in August, a survey is designed to gather data about workshops parents would be interested in attending, services they can provide, and resources they would need to facilitate the home/school connection.

The school year begins with an Open House during the second week of school. Parents are welcome to come into the school and meet their child's teacher (s) and tour the school. Information is made available regarding school programs and extra-curricular activities. During the Open House, parents are encouraged to become volunteers and sign up for school wide activities such as, Monthly Parent Read Aloud, Class Parents, monthly Parent Meetings and Workshops, etc. At this time, parents receive the P.S. 83 Parent Handbook, which outlines the school's mission, school rules, policies and procedures, scheduled PTA and SLT meetings, and lists the Chain of Command, PTA, and SLT members.

To inform parents of their child's academic progress, progress reports are sent home three times during the school year. Teachers are also expected to maintain ongoing written and verbal communication with parents throughout the school year. Parent Teacher Conferences are scheduled twice a year, but parents are welcomed to request individual meetings if the need arises. Teachers also receive information on how to conduct positive parent conferences. In addition, workshops are held throughout the school year highlighting all the city and state mandates including one on the topic of interpreting test data. Parents are also offered workshops to assist them in understanding various instructional components of our school day.

PTA meetings are held on a monthly basis during the day and evening to meet the needs of the school community. Student performances, award assemblies and writing celebrations are a featured attraction in an effort to encourage parent participation and to encourage parents to become active participants in their children's learning.

It is the goal of Public School 83 to ensure an ongoing partnership between families, the community and the school. We believe such a partnership is fundamental to the academic and social success of students. From this partnership, a support will evolve that will have a positive effect on student achievement and will produce a sense of cooperative responsibility in ensuring excellence in each child's educational process.

## **2. Description of How School will Implement Required Parental Involvement Policy Components**

**1. Public School 83** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)

- Starting in August, schedule dates for all PTA Executive Board Meetings
- Starting in August, schedule dates for all School Leadership Team Meetings
- The school will help the PTA and SLT to collect data that will assist in the development of the plan.
- The school will work with the Parent Executive Board and the School Leadership Team in the planning and reviewing of the Parent Involvement Plan

**2. Public School 83** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)

- The school will help the PTA and SLT to collect data that will assist in the development of the plan
- Parents will be invited to monthly morning and evening parent meetings
- Parents will be invited to workshops that are aligned with school curriculum
- Parents will be invited to health related workshops
- Parents will be encouraged to participate in SLT meetings
- Surveys and questionnaires will be generated to collect data on parent opinion
- All correspondence will be generated in the languages to accommodate the entire school community

**3. Public School 83** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)

- Literacy Workshop four times a year
- Math Workshops four times a year
- Science Workshops four times a year
- Health Related Workshops four times a year

1. **Public School 83** will coordinate and integrate Title I parental involvement strategies under the following programs: Reading Recovery, Wilson Language System, and the Balanced Literacy (List activities.)

### **Workshops will be provided by the following:**

- Reading Specialists
- Math AIS Teacher
- IEP/Reading Recovery Teacher
- ESL Teacher
- Title 1 Teacher

- Classroom Teachers

2. **Public School 83** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, or disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

□ ***Describe how the evaluation will be conducted:***

A survey will be generated and disseminated to all parents of the school community including economically disadvantaged, disabled, limited English proficiency, limited literacy, or are of any racial or ethnic minority background. The surveys will address areas of concerns as identified by classrooms teachers, support staff, etc.

- The parents will be responsible for assisting in analyzing the data and providing feedback as to how Public School 83 can assist in meeting parent’s needs. In addition, parents will also be responsible for sharing their concerns and highlighting areas of need in order for the school to make modifications as needed.

3. **Public School 83** will build the school’s and parents’ capacity for strong parental involvement, through the following activities specifically described below:

a. The school will provide appropriate assistance to the parents of children served by the school, in understanding topics such as the following:

- the State’s academic content standards
- the State’s student academic achievement standards
- the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- how to monitor their child’s progress
- how to work with educators
- Monthly newsletter and Monthly calendar is sent home highlighting all school wide events
- Parents will be invited to conduct a Monthly Read Aloud in their child’s class
- Take trips to cultural institutions
- Parents will be offered literacy and Math workshops
- Health topics that affect the community
- Parents will be invited to assist and attend student performances, school assemblies, Annual Carnival and Multi-Cultural Festival.
- All correspondence ( calendars, parent letters, newsletters, will be generated in the languages that meet the needs of our families

b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by: (List activities.)

- Providing workshops on all the components of balanced literacy
- Establishing a Parent Book Club to discuss and review children’s literature
- Conducting visits to the New York City Public Library
- Continuing the ESL program for limited English proficient parents
- Inviting parents to become Class Parents

c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)

- Parent Coordinator will attend **regional mandated trainings** and provide turn-key training to the entire school community
- Establishing teacher/parent communication workshops with Network representatives

d. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

- All correspondence will be generated in the languages that represent the needs of our school community
- Phone calls will be made by the parent coordinator, office staff and classroom teachers
- Distribution of the Monthly calendar and Newsletter will be translated as necessary
- Administration
- Parent Handbook will be distributed at Open House
- Flyers will be distributed and posted for upcoming events
- Daily contact with the classroom teachers and Parent Coordinator will be translated as necessary
- To continue the ESL program for limited English proficient parents
- Invite parents to become class parents

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by PTA & SLT. This policy was adopted by the Public School 83 on June 12, 2008 and will be in effect for the period of 2010-2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 2010.

**Public School 83**, and the parents of students participating in activities, services and programs funded by SW P Title I, agree that this compact outlines how the parents, the entire school staff, and the students share the responsibility

for improved student academic achievement. Via a sound educational program coupled with high expectations it is our mission to provide opportunities for each individual to develop emotionally, physically, socially, and intellectually at his/her own developmental level, free from fear of making mistakes. Our goal is to work collaboratively with parents to support them in meeting the needs of their children in meeting the NYS benchmarks. This school-parent compact is in effect during school year 2010-2011.

## **Required School-Parent Compact Provisions**

### **School Responsibilities**

Public School 83 will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards as follows:

- Public School 83 will continue to teach using high performance standards. Teachers will continue to implement the Reader's and Writer's Workshop which promote student motivation, participation and performance. Academic intervention program classes will be structured for students who have failed and/or did not meet benchmarks.

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- Public School 83 will continue to teach using high performance standards. Teachers will continue to implement the Reader's and Writer's Workshop which promote student motivation, participation and performance. Academic intervention program classes will be structured for students who have failed and/or did not meet benchmarks.

### **1. Public School 83 will conduct Parent-Teacher Conferences during which this compact will be discussed, as it relates to the individual child's achievement. Specifically those conferences will be held:**

- Parent – Teacher Conferences will be scheduled semi-annually, as determined by the Department of Education.
- Curriculum Open School Night is scheduled the second week of September to share curriculum, expectations, school wide policies and procedures with parents.
- Individual parent conferences will be scheduled as per students' needs, as determined by the classroom teacher or instructional support staff.

### **2. Public School 83 will provide parents with frequent reports on their child's progress. Specifically the school will provide reports as follows:**

- School wide Parent Teacher Conferences in November and March
- Progress Reports: October, December, February and May and for those students not meeting the standards progress reports will be sent home on a monthly basis.
- Parents will receive their child's OSIS number in order to access their child's itemized Interim Assessments online, as well as to have access to the ARIS Parent Link

### **3. Public School 83 will provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

- Via phone, written and personal contact
- Early in the morning or before school hours
- During teacher preparation periods
- During scheduled appointments

### **1. Public School 83 will provide parents the opportunities to volunteer and participate in their child's class, and to observe classroom activities:**

- Parents will be invited to conduct a monthly Read Aloud in their child's classroom
- Parent trips will be offered to cultural institutions
- Parents will be offered literacy and math workshops
- Parents will be invited to Health related Workshops

- Parents will be invited to assist and attend student performances, school assemblies, annual Carnival and Multi-Cultural Festival
- Parents will be invited to chaperone during trips
- Parents will be invited to become “class parents”

**Parent Responsibilities**

We, as parents, will support our children’s learning in the following ways:

- Monitoring attendance
- Making sure that homework is completed.
- Monitoring amount and type of television shows our children watch.
- Volunteering in my child’s classroom.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Participating in as many school wide events as possible.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the district by my child, or by mail, and responding, as appropriate.
- Reading together with my child every day
- Providing my child with a library card.
- Communicating positive values and character traits, such as respect, hard work and responsibility.
- Respecting the cultural differences in others
- Helping my child accept consequences for negative behavior
- Being aware of and following the rules and regulations of the school and NYC Department of Education Chancellor’s Regulations
- Supporting the school’s policy
- Express high expectations and offer praise and encouragement for achievement

**Optional Additional Provisions**

**Student Responsibilities (revise as appropriate to grade level)**

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Come to school ready to do our best and be the best
- Come to school dressed appropriately, in uniform attire
- Come to school with all the necessary tools of learning
- Be courteous and respectful to all school personnel and property
- Listen and follow directions
- Be honest and respectful to others
- Follow the school’s/class rules of conduct, and accept necessary consequences
- Do my homework every day and ask for help when I need to.
- Read at least 30 – 45 minutes every day outside of school time.
- Give all notices and information received by me from my school every day to my parents or the adult who is responsible for my welfare.

**SIGNATURES:**

_____	_____	_____
<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>
_____	_____	_____
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>



**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Christopher Groll/Lucius Young</b>	District <b>04</b>	Borough <b>Manhattan</b>	School Number <b>083</b>
School Name <b>Luis Munoz Rivera</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Frances Castillo</b>	Assistant Principal <b>Hazel Cruz</b>
Coach <b>None</b>	Coach <b>None</b>
ESL Teacher <b>Gina Paoli</b>	Guidance Counselor <b>Renee Osborne</b>
Teacher/Subject Area <b>Jamie Catz/ Kindergarten</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Norma Aponte/First Grade</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>Suzanne Bent</b>	Other <b>Wei Qun Li/First Grade</b>
Network Leader <b>Lucius Young</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>3</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>437</b>	Total Number of ELLs	<b>59</b>	ELLs as share of total student population (%)	<b>13.50%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

1. During the registration process (May, June and September) the assistant principal-Mrs. Cruz meets with incoming applicants and administers the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in Spanish if it represents the parents native language. For incoming applicants whose language is Cantonese or Mandarin we depend on the assistance of two pedagogues whom speak Mandarin and Cantonese to administer the HLIS and conduct the informal oral interview in the native language. Upon completion of the form if the child is identified as a potential ELL, the assistant principal-Ms. Cruz explains to the parent the procedures that will follow, such as LAB-R testing, the parent orientation, their rights as parents and the steps that will follow if the student is qualified for English Language Learner services.
2. Upon identifying possible ELL students, parents are invited to attend an orientation session in September at which time they are provided with brochures, a video, a discussion on research, opportunity for questions and answer and the Parent Selection Survey. For parents who fail to attend this initial session, Ms. Paoli, our ESL teacher contacts parents and schedules one on one sessions. Each subsequent year, letters are sent out to families indicating if their child continues to qualify for services. This letter in the EPIC packet indicates that they are to contact us if they wish to change their option. To date, none have done so.
3. Entitlement letters are distributed to the students and a follow up call is made to each household informing parents their child has an important notice for them. To ensure that Parent Selection forms are returned we strongly encourage parents to complete the survey at the end of the general orientation session or the scheduled one on one sessions.
4. Our parent coordinator - Mr. Luis Gandia serves as a liaison in assisting parents in selecting the program of choice. As a result of the lack of space within our building, parents are informed that although we are a school that is all about parent choice, program selection in this school is limited to ESL. If the parent survey and parent selection form reflect choices other than ESL and parents express a strong desire to have their child in selected programs Mr. Gandia assists parents in seeking out the program of choice within neighboring schools. Additionally, if at any point 15 or more of our families in one grade or two contiguous grades indicate a preference for bilingual education, we are aware that this would signify the need to open a bilingual class as per parent choice.
5. After reviewing the Parent Survey and Program Selection forms for the past two years, the trend is that 98% of our parents request to have their children in our ESL program. There have been a minimal number of parents who have requested to have their child placed in a bilingual or dual language setting but do not want to remove their children from the school.
6. The program model of a free standing ESL program at our school aligns with parent requests. If at any given time parent request would differ from our current program model we would have to first determine if the number of ELL's per grade warrants a program change and clearly explain to parents the logistics in establishing programs as it pertains to number of students per grade.

# Part III: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	0	0	0	0	0	0								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					
All ELLs	57	Newcomers (ELLs receiving service 0-3 years)	47	Special Education	2
SIFE	1	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	0	1	2	10	0	0	0	0	0	10
<b>Total</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total	
Number of ELLs in a TBE program who are in alternate placement:										

**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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	7	8	7	0	3								33
Chinese	2	3	2	1	0	1								9
Russian														0
Bengali	0	1	0	0	0	0								1
Urdu	0	1	0	0	0	1								2
Arabic	1	0	0	0	0	1								2
Haitian	0	0	0	1	0	0								1
French	0	0	0	0	0	1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1	0	3	3	2								10
<b>TOTAL</b>	<b>12</b>	<b>13</b>	<b>10</b>	<b>12</b>	<b>3</b>	<b>9</b>	<b>0</b>	<b>59</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

1. Instruction is delivered as per a freestanding English as a second language program. Students receive all instruction in English with native language support for spanish speaking students.

1a. The organizational model currently in place is a pull out model. Students are grouped according to level of proficiency as determined by the LAB-R and NYSESLAT data.

1b. Our current program model serves heterogeneous groups, in two contiguous grades needing the same amount of instructional time. Generally, Kindergarten and first grade beginners are serviced simultaneously, second and third grade and fourth and fifth grade students. On limited occasions, as the need arises and as per an evaluation by both classroom teacher and ESL provider a beginning student with limited or no english proficiency in the upper grades may receive services with beginning level students in the lower grades. The goal being to develop conventions of the English Language.

2. Within our nine period instructional day, the ESL teacher - Ms Paoli is able to service all 57 students as required under part 154. Beginner and intermediate students receive 360 minutes per week and advanced students receive 180 minutes per week. Two 45 minute instructional periods a day four times a week are scheduled to service beginning and intermediate students and one 45 minute period a day four times a week are scheduled for advanced students. In situations where the number of instructional periods do not meet the demands of the school, we utilize our Kindergarten teacher - Ms. Catz and/or our first grade CTT teacher - Ms. Marquez both licensed in ESL to provide one period of ESL services to our lower grade advanced students.

3. The content areas are brought to life through literature. All classrooms inclusive of the ELL space is equipped with leveled libraries, big books, books on tape which cover content area material. The content areas are weaved into our balanced literacy program. In addition, our science and social studies cluster teachers further support development of rigorous content knowledge through experiential and integrative learning provided during a rotational 45 minute cluster period. Throughout the day students also receive a 45 minute block of science or social studies when not covered in the prep schedule.

4. To ensure ELL's are evaluated appropriately in their native language we make every effort to provide a translator or we have exams translated in their native language. This is made possible for our native spanish speaking students and our Asian students since we have the personel to make this possible. For low incidence languages we try to provide student support and we are currently doing research to see how to integrate other support mechanisms.

5. Differentiated Instruction is provided to all students regardless of ELL eligibility. Students are assessed 4x a year utilizing the Rigby

## A. Programming and Scheduling Information

Assessment Benchmarks to determine students instructional and independent reading levels. In addition, students take a pre and post test for each unit of study in mathematics to assess need and provide them with tiered lessons per identified need. With the information gathered teachers can better plan to meet the needs of all students. Utilizing information gathered teachers plan for guided reading, strategy lessons and small group pull out opportunities as well as one on one opportunities to address student needs. During class time students are also immersed in language development via accountable talk, read aloud, shared reading and general conversation in an effort to develop linguistics. Furthermore, on going running records and teacher-student conferences serve as progress monitoring tools to continue modifying and tiering lessons and activities as needed.

5a. At this moment we do not have any SIFE students but in the event that we do the following plan is in place: SIFE students would receive an intensive foundational skills development program via our Reading Recovery Teacher for one period a day, five days a week. In addition, they would receive their mandated instructional ESL block of time as determined by LAB-R/NYSESLAT data. Our academic intervention service providers will facilitate by providing push in/pull out services 2-3x a week for additional support. SIFE students would also be invited to attend either the Title III after school program or our instructional after school program pending funding. It is expected that with all these provisions in place SIFE students will be able to develop not only the necessary language skills but also the necessary literacy and math skills to help them begin bridging the instructional gap.

5b. Our plan for ELL's in US schools less than three years is to provide them with a reading recovery model intervention to develop metalinguistic skills as well as build comprehension. In addition, explicit one to one classroom instruction with teacher lead instruction, intense teacher modeling and student practice with teacher guidance and feedback will facilitate student application. Furthermore, these students are offered technology opportunities to further develop language development via our Carmel Hill Accelerated Reading Program which encompasses English in a Flash and Early Star Literacy as well as Star Literacy as students demonstrate progress with language. These students are also invited to participate in our Title III after school program.

5c. For students receiving 4 to 6 years of service our plan is to identify them as eligible for Response to Intervention where a reading and math specialist in addition to the classroom teacher will provide them with different levels of intervention as determined by NYSESLAT data and teacher data (Rigby, running records, pre and post math exams, quizzes, teacher conferences, QRI's) via a push in/pull out model. Furthermore, our City Year volunteers will provide these students with one on one opportunities to further develop areas of deficiency utilizing interventions such as Text Talk. These students are also invited to attend our instructional after school program commencing two to three months before testing pending funding.

5d. Although at this moment we do not have any long term ELL's, in the event that we do the following plan is in place: Long term ELL's will also be eligible for Response to Intervention provided by a reading and math specialist via a push in/pull out model. City Year volunteers will also provide these students with additional one to one support in determined areas of need. These students are also invited to attend our instructional after school program commencing two to three months before testing pending funding.

### Courses Taught in Languages Other than English ⓘ

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

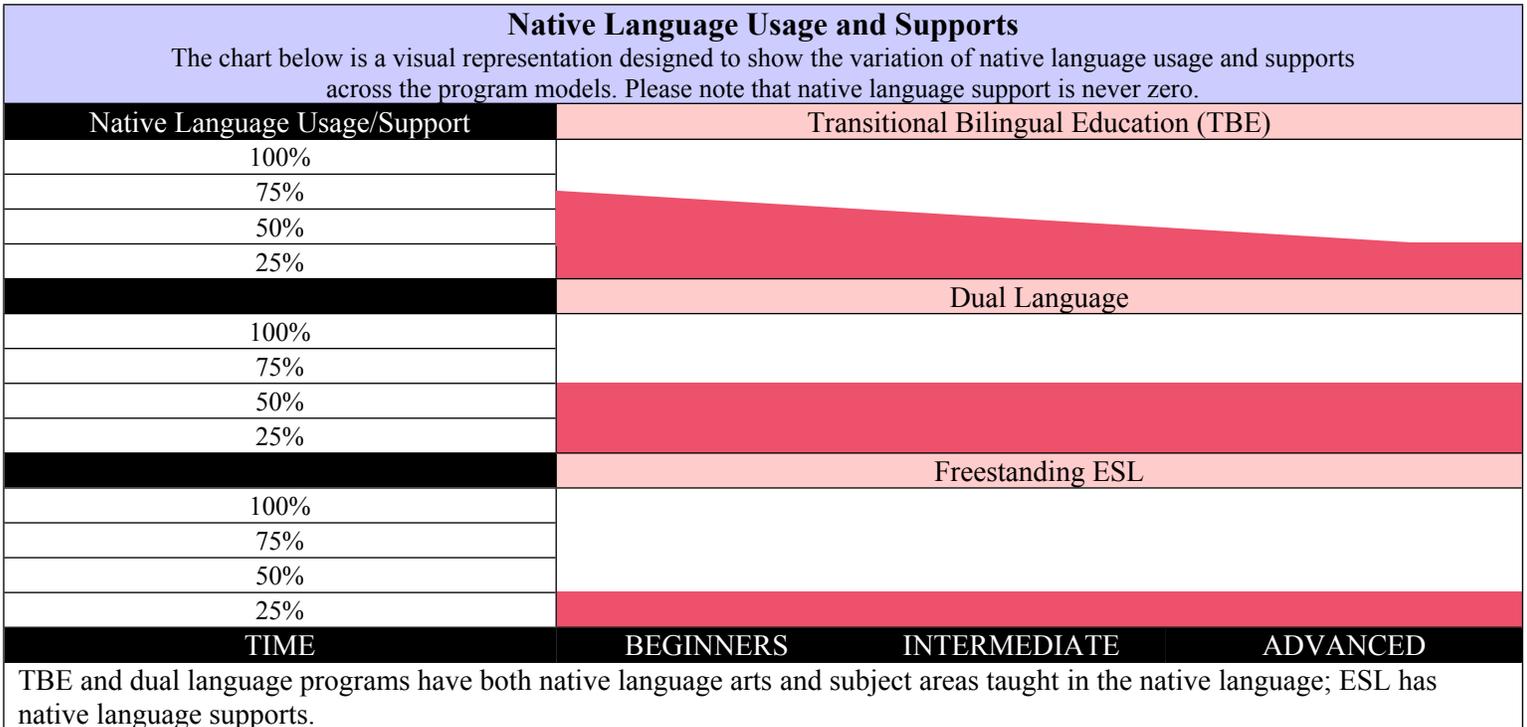
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



- B. Programming and Scheduling Information--Continued**
- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
  - Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

8. To further support our ELL population, students are referred to our Response to Intervention team who will devise a plan for these students pending on data. This plan will outline instructional strategies to be implemented within the classroom setting or via a small group push in/pull out program provided by an intervention specialist. Our upper grade reading specialist is bilingual (Spanish) supporting students with content and language development. The lower grade intervention provider is also bilingual (spanish) supporting spanish dominant students. We are fortunate to have an Asian literacy specialist serving as the Reading Recovery teacher who also provides support to our Asian population when needed.

9. As a result of our balanced literacy program transitional students continue to receive support via strategy lessons, guided reading, small group instruction and one-on-one conferences with their classroom teachers. If the need is great they also receive support from the RTI team providers and are recommended for after school programs when funing is available.

10. In looking at the upcoming school year we will continue to implement the current programs in place with a closer eye on how instruction and tasks are being differentiated. In addition, we are looking into researched based programs that will support ELL's who have less than 3 years in a US school.

11. Currently, we are not discontinuing any programs or services in place. Our data suggest that our program is effective as students continue to demonstrate progress moving across levels and ultimately testing out of our program.

12. Our ELL students are invited to attend all programs being offered by the school. For students in the upper grades they are invited to attend our instructional after school program and the lower grade students as well as students with less than three years of being in a US school and needing development in language acquisition are invited to attend our Title 3 after school program. Our City Year volunteers also conduct an after school program to support the students (inclusive of the ELL students) they service during the regular instructional school day in literacy and mathematics. We also have a partnership with the YMCA which offer a homework/recreational after school program which is open to everyone on a first come first serve basis.

13. The following instructional materials, including technology are used to support ELLs in the area of literacy and content area: Read Aloud Big Books K-5, Leveled Classroom libraries K-5, Rigby Assessment, Fountas and Pinnell Assessment, Guided Reading Sets K-5, Read Well K&1, Foundations - Wilson K-5, Santillana Intensive English K-2, Learning English K-5 technology, NYSESLAT prep books, Carmel Hill Accelerated Reading (technology), content area trade books.

14. When we make decisions about student placement we make every attempt to place beginning ELL's - who are predominately Spanish speaking in classrooms with teachers of students' native language. Currently, we have Spanish speaking Ell's in a Kindergarten class with a fluent bilingual teacher and paraprofessional and others in a Kindergarten class with a fluent bilingual paraprofessional. Asian first grade ELL students have been placed with an Asian teacher. Tese teachers and paraprofessionals scaffod instruction in order for the students to keep up with content while acquiring English. We also try to group children together who are speakers of less prevalent languages, suca as African American dialects, so they can support each other linguistically and emotionally.

15. At the current time the required service support and resources do correspond to Ell's ages and group levels.

16. To assist newly enrolled ELL students before the beginning of the school year we offer an orientation in July for all incoming

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## E. Parental Involvement

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

Paste response to questions 1-4 here

1. We aim at increasing parent involvement via a variety of methods. Throughout the school year we invite parents to participate in our parent read aloud once a month. Parents are encouraged to read in the language they are most comfortable in. We try to encourage them to read in their native language as per availability of literature to expose our students to the vast majority of differences within our school community. We also host a variety of monthly workshops which are translated in Spanish and Asian dialects targeting different areas to support our parents with instruction and the well being of their children. Furthermore, we also honor them via our annual parent breakfast, our annual Multicultural Dinner, our awards ceremony three times a year, and our Holiday celebration.

2. At the moment the school has partnerships with Learning Leaders, Lenox Hill Neighborhood Health, Cookshop for Families, New York City Fire Department Safety Unit, East Harlem Asthma Center of Excellence, Mount Siani School of Medicine, The Boys Club of New York, Impact - Union Settlement Organization. All of these organization facilitate parent workshops which are open to all parents inclusive of parents of ELL's. During workshops translators are provided as necessary in the languages of Spanish, Cantonese and Mandarin. For less prevalent languages parents support each other in their native language when one or more of the participants share a the common dialect.

3. The needs of parents are evaluated via our environment survey and School Leadership Team Surveys.

4. Monthly workshops are scheduled around instruction, social emotional components, health issues and the arts. Currently we are working with our Cookshop Partnership to organize workshops addressing Food Pantries, Completion of Tax forms at no cost to the our families and Food stamps. These workshops provide interpreters when needed and are also given in both English and Spanish. Via these workshops it is our goal to get parents involved in the day to day learning of their children and provide them with the additional support/information needed to ensure the best development for their children

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1. In trying to provide our ESL teacher and teachers of ELL students with professional development they are given the opportunity to visit other sites that have successful ESL programs to gather ideas. They are also extended the opportunity to attend on and offsite workshops hosted by consultants and contracted organizations

2. Support is given to the staff by school leadership during the middle school process. Administration appoints a bilingual (spanish) middle school liaison with the support of Mr. Gandia - our parent coordinator who is also bilingual (spanish) to oversee the middle school process during the school year. The middle school liaison - Liza Andrade and Mr. Gandia attend meetings at the Integrated Services office to obtain information concerning the middle school process and the timeline for selection of schools. Information is shared with classroom teachers and administrators at the middle school transition. Classroom teachers are given the opportunity to attend professional development

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3. Teachers of English Language Learners participate in either professional development provided by OELL or turn key training provided by Ms. Paoli who attends professional development sessions at determined sites as provided by OELL or consultants. To further support these teachers the ESL teachers also push in providing demonstration lessons utilizing strategies that can be used to support the ELL's within their classrooms.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
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2. At the moment the school has partnerships with Learning Leaders, Lenox Hill Neighborhood Health, Cookshop for Families, New York City Fire Department Safety Unit, East Harlem Asthma Center of Excellence, Mount Siani School of Medicine, The Boys Club of New York, Impact - Union Settlement Organization. All of these organizations facilitate parent workshops which are open to all parents inclusive of parents of ELL's. During workshops translators are provided as necessary in the languages of Spanish, Cantonese and Mandarin. For less prevalent languages parents support each other in their native language when one or more of the participants share a common dialect.

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## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

### B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. To assess the early literacy skills of our ELL students we utilize ECLAS-2, Rigby and running records. We have currently purchased Fountas and Pinnell's "The Story of Literacy" by Debbie Dukes. This book is a great resource for understanding the challenges that our ELL students face and how we can support them. We also use the "ELL Periodic Assessments" to monitor their progress and identify areas where they need additional support. We have found that using a combination of these tools allows us to get a comprehensive view of our students' literacy skills and adjust our instruction accordingly. We also provide additional support through small group instruction and one-on-one tutoring for students who are struggling. We have found that this approach has been very effective in helping our ELL students improve their literacy skills and succeed in our classroom.

### Additional Information

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

Paste additional information here

### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0												
	I		1	0	0	0	0							
	A		7	4	2	2	0							
	P		4	10	10	3	8							
READING/ WRITING	B			0										
	I		7	5	2	2	0							
	A		4	5	8	2	5							
	P		1	3	2	1	3							

### NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3		1			1
4		2	5		7
5		1	3		4
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

### NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3					2				2
4			2		3		2		7
5			1		2		2		5
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1		4		5
8									0
NYSAA Bilingual Spe Ed									0

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

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

**B. After reviewing and analyzing the assessment data, answer the following**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 04M083      **School Name:** Luis Munoz Rivera

**Cluster:** \_\_\_\_\_      **Network:** CFN# 408

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

**Part A: Needs Assessment Findings**

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

Parents of students entering the New York City Public School System for the first time are given the HILS form at registration. The HILS informs us when identifying families and students' primary language and the language they would like to receive written information and communicate orally with school staff. This data is submitted to our Parent Coordinator, who in turn, makes provisions in ensuring all parents are provided with timely and appropriate information in a language they can understand. All correspondence is sent in the three major language recognized in the school community.

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

Based on our ATS registry and HILS forms there has been an increase of Asian and African families joining our school community. Our Hispanic community continues to grow as a result of the influx of Latin American families moving into our neighboring communities. While the need for Spanish translation and interpretation remains, we are now faced with having to provide translations in Mandarin, Cantonese and in different African and Arabic dialects. During our first professional development session in September and in the first two faculty conferences the staff was informed of the need to support our growing non native speaking families. They were informed of how we would need the support of those who speak and write Chinese as well as Spanish to assist with translations during parent meetings, open school night, notices, letters, etc.. We are fortunate to have three members of our pedagogical staff who speak the languages of Mandarin and Cantonese who will provide us with translations and interpretations. Pedagogues are also informed that translations in less prevalent languages such as those in our African and Arabic community would have to be requested with ample notification since a request has to be made to the DOE central office. During our Open House in early September and during our monthly Parent Teacher Association meetings the larger school community is made aware that there are translators available at the school. These translators are introduced to the school community at our Open House and Pre-Kindergarten and Kindergarten Orientations. In addition, notifications are also sent to the entire school community notifying them of the services we are able to provide them with

to support them and their language and interpretation needs.

## **Part B: Strategies and Activities**

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

The school will provide written translations of parent letters, monthly calendars, newsletters, flyers, etc in languages that represent our school community. Asian teachers on staff will provide the Mandarin and Cantonese translations, while our School Secretary/ Parent Coordinator will provide the Spanish translations. African dialect translations become very difficult since the languages vary and our families all represent different dialects. For the less prevalent languages we will reach out to parent volunteers who can assist us in this area and the Department of Education translation services for support.

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

Oral interpretation services will be provided at morning and evening Parent Meetings, Workshops, Orientations and individual Parent Conferences. Translation services will be provided by in-house staff who are fluent in Spanish, Cantonese and Mandarin as well as parent volunteers who can support us with this task. When extremely necessary or upon request we will conduct translation via a telephone service system on a one to one basis or request assistance from the Department of Education translation/interpretation office.

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

Parents whose primary language is a covered language and who require language assistance services will be provided with a copy of the Bill of Parent Rights and Responsibilities during registration. The parent coordinator will be responsible for maintaining multiple copies in the covered languages to be distributed as parents are registering and are identified as needing translation/interpretation services. In addition, postings will be made available on two parent bulletin boards one located at the main entrance and the second located in the corridor outside of the PTA room indicating the availability of interpretation services.

Each school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

If at any point we have more than 10% of our students speak a primary language that is neither English nor a covered language, the school will obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to section VII of the Chancellor's Regulations A-663.

The parent coordinator will also be available to assist parents in utilizing the Department's website to access translation and interpretation services as per the parents bill of rights.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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 as well as reduced class-size, and/or push-in services.
  - 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.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Luis Munoz Rivera School	DBN: 04M083
Cluster Leader:	Network Leader: Lucius Young
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" 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 checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 27
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input type="checkbox"/> *1 <input type="checkbox"/> *2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> *5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 0

## 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: Based on our NYSESLAT data it was decided by the LAP committee to utilize title III funds allocated for the 2011-2012 school year to provide ELL students in first thru fifth grade with an after school program. Data shows that out of the 59 ELL students' there is a need to support the first thru fifth grade students. According to the NYSESLAT data for students in grades first and second there are 12 students who need additional support in listening and speaking and 21 who need additional support in reading and writing. In grades three thru five only 8 students who need support in listening and speaking and 13 need additional support with reading and writing.

The first and second grade program will be instructed in English by the licensed ESL teacher who also has a bilingual common branch license, the students in grades 3-5 will receive support by our reading specialist and our SETSS/IEP teacher. Both teachers will split the week in order for the reading specialist to cover two days of literacy instruction and the SETSS/IEP teacher will address language development thru mathematics. Volunteers from City Year will provide the program with support in order to provide small group instruction. Language acquisition will be facilitated through an interdisciplinary approach with an emphasis on the content areas. Utilizing Santillana Intensive English: a standards based English Language Development program designed to help students acquire social and academic language skills through content-based instruction and Reader's Theater a standards-based fluency program students will be afforded the opportunity to experience the English language through technology, drama, conversational, visual and tactile activities, vocabulary development and choral reading. For students in grades 3 thru five the teacher will utilize strategies from the book NumberTalks by Sherry Parrish math Fundamental Series to build math fluency. Incorporating these varied strategies will assist in meeting different learning modalities, expose students to conversational English while simultaneously incorporating the New York State Standards for Reading, Writing, Listening and Speaking and simultaneously prepare the testing grades for the state exams. By utilizing varied approaches students will feel less inhibited in speaking, reading and writing the English language.

Sessions will be held 4x's a week for two hours a day. The program will commence the second week in January and culminate the last week in April. Utilizing the Santillana Intensive English Program twice a week students will be introduced to lessons that incorporate vocabulary, literature through shared reading and read aloud, book talk, writing and phonemic awareness. The other two days a week students will also be afforded the opportunity to integrate drama into literature using the Building Fluency through Reader's Theater. In addition, students will have the opportunity to work in small groups and engage in center activities such as listening centers, word games, partner reading and guided reading.

### 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: Considering the limited funding and budgetary constraints with school year allocations teachers will receive professional development via turn-key sessions. Our ESL teacher will provide teachers supporting ELL's with turn-key sessions based on off- site professional development sessions she attends. In addition, we will provide opportunities for classroom teachers to attend off site professional development sessions that are at no cost to the school. It is our intent to incorporate professional development on how to address, support and meet the needs of ELL students within a monolingual classroom setting. The Language Allocation Policy Committee will come together as a professional learning community to conduct an in depth study on the acquisition of language through differentiated instruction. The team will utilize the following professional readings: Differentiated Literature Instruction for English Language Learners by Alice L. Quiocho; Sharon H Wanoff and Differentiating Early Literature for English Language Learners: Practical Strategies by Paul Bagel Batstome. It is expected that through their learning they will be able to incorporate new strategies to better service ELL students and provide professional development to the rest of the school community.

### 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: In strategizing how to increase parent and community participation for ELL parents with very limited funding our school community host monthly workshops supporting parents with topics such as: health issues- diabetes, ADHD, safety, discipline, instructional math and literacy, food stamps, food pantries, and many others. Furthermore, parents are also invited to be a part of our Family Cookshop workshops held once a month commencing in January. Commencing in December our YMCA collaborators will also be At all these sessions Spanish and Asian translations are provided as needed. We also have other workshops facilitated by learning leaders which extended to the entire parent community inclusive of our ELL parents.

Via our parent monthly read aloud ELL parents are also encouraged to attend and read to a class even if its in their native language. A schedule is created in order to have a translator available to provide translation to the class as the parent reads and/or we utilize the students to serve as the translators furthering their language skills and comprehension.

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

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>	11,189.20	1 Teacher: 14 weeks @ 55 days @ 2hrs a day = 110 hours  1 *110 hours @ 49.89 (fringe benefits included)= \$5487.90  2 teacher: 14 weeks @ 27 days @ 2hrs a day = 54 hours*49.89=5388.12  5487.90 + 5388.12 = 10876.02
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	0	n/a
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	314.98	Math Fundamental Series
Educational Software (Object Code 199)	0	n/a
Travel	0	n/a
Other	0	n/a
<b>TOTAL</b>	11,200.00	11,191.00