



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: LUIS MUNOZ RIVERA

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 4/M/083

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	
Susan Kowal	*UFT Chapter Leader or Designee	
Selena Melendez	*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	
Deborah Mumford	Member/Parent	
Lydia Ayala	Member/Parent	
Heather Alonso	Member/Teacher	
Rachel Hershkowitz	Member/Teacher	
Hazel Cruz	Member/Assistant Principal	
Jane Marcinkiewicz	Member/Parent	
Tina Caraballo-Catus	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2013, statewide results will indicate a 3% increase in grades 3-5 with 65% of students inclusive of English Language learners and students with special needs demonstrating a minimum of one year's progress.

Comprehensive needs assessment

- As per the 2011-2012 progress report there was a decline of 2% in student performance in ELA and Mathematics
- As per the 2011-2012 Progress Report data there was a decline of 6.4% in student progress in ELA and Mathematics

Instructional strategies/activities

- Math Cluster teacher will attend CFN # 408 common core workshop for meeting math expectations
- Math Cluster will provide turn-key professional development during grade meetings twice a month
- Instructional Grade Leaders (2) will attend monthly CFN # 408 common core literacy workshops and turnkey information to classroom teachers during common prep/PP meetings twice a month
- Teachers will receive an additional common 45 minute prep for planning and student work analysis
- Pending budget allocations schedule per session hours to continue enhancing units of study—Instructional walkthroughs
- Universal Design for Learning Study Group- Network Professional Development Offerings
- Administration will attend monthly meetings focusing on the Common Core and Danielson Framework for Teaching
- Bi-weekly sessions with CFN 408 Instructional coach to further the work with common core and PBA
- Participation in the CFN 408 Teacher Effectiveness Pilot lead by a City Wide Teacher Effective talent coach

Strategies to increase parental involvement

- Grade specific ELA and Math workshops will be provided to parents by math cluster and grade leaders on a monthly basis.
- Monthly PTA meetings
- Monthly parent read aloud
- Parents will receive monthly progress report for students at risk and 4 times a year for students on grade level.
- Learning Leaders will support classroom teachers with identified areas such as with our Accelerated Reading Program

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I _____ Title IIA x Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- The above goal and instructional strategies/activities will be coordinated utilizing Tax Levy and Title 1 funds.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2013 100% of our curriculum units in literacy and mathematics will be aligned to common core with two units in literacy and two units in math having performance based assessments supporting the citywide expectations.

Comprehensive needs assessment

- As per the 2011-2012 progress report there was a decline of 2% in student performance in ELA and Mathematics
- As per the 2011-2012 Progress Report data there was a decline of 6.4% in student progress in ELA and Mathematics
- To bridge the discrepancy between student instructional levels across fiction and non-fiction where students are unable to make the transference of skills from one genre to the next.
- To improve independence multi step problem solving in both reading and mathematics
- To align curriculum horizontally and vertically across all grades to ensure the attainment of benchmark standards.

Instructional strategies/activities

- Curriculum team (one teacher per grade level) will meet twice a month to continue the planning of stage 1 and stage 2 of literacy curriculum
- Curriculum team will meet on a monthly basis with grade leaders and the grade [teams](#) to plan stage 3 (learning plan) utilizing data and the UDL tool.
- Core grade leaders will meet with assigned grades during their common grade meetings to develop learning tasks aligned to standards
- Develop, embed and implement four (4) performance based assessments two (2) in literacy and two (2) in mathematics.
- Incorporate pre, mid and post assessments to determine students' needs and next steps
- Utilize Fountas and Pinnell resources to pinpoint understandings students will need for the development of each unit
- Instructional leaders will meet with assigned grades during common grade meetings to analyze data and make adjustments to units of study as per standards and student need.
- Math specialist will align our HSP math program to standards and create a pacing calendar for teachers to follow.
- The universal screening tool Fountas and Pinnell Baseline assessment will be administered three times (3x) a year which will support and guide the development of units.

Strategies to increase parental involvement

- Grade specific ELA and Math workshops will be provided to parents by math cluster and grade leaders on a monthly basis with a focus on our curriculum
- Monthly PTA meetings
- Parents will receive monthly progress report for students at risk and 4 times a year for students on grade level progress will be reflective of performance based assessments
- During curriculum night teachers will inform parents of our units of study and student expectation as per common core standards
- Parent teacher conferences 2x a year

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

The above goal and instructional strategies/activities will be coordinated utilizing Tax Levy and Title 1 funds.

Annual Goal #3

By June 2013, 100% of students presented to the RTI Team will receive a multi-tiered approach to intervention as evidenced by targeted instruction and ongoing assessments.

Comprehensive needs assessment

- City wide mandate
- To decrease number of students being referred for special education evaluations
- To meet students individual needs via a multi-tiered approach to early intervention for struggling readers
- To provide support for at risk students as a means to show progress towards meeting common core state standards
- To strengthen tier 1 instruction in all classrooms inclusive of special education classrooms
- A decline of 6.4% in student progress in ELA and Mathematics
- To continue fostering our social/emotional program to limit the number of classroom disruptions resulting from behavior

Instructional strategies/activities

- Teachers will be provided with a wide repertoire of strategies allowing for choices and options according to the needs of each child.
- Utilize the Danielson instructional framework to guide teachers' efforts to address all students' needs using flexible supports
- Accommodate consistency and coordination by making sure that each tier of RTI builds on and enhances the next
- RTI team will meet weekly to discuss student referrals, identify a problem and devise interventions accordingly.
- Increase collaboration and professional dialogue between and among classroom teachers and intervention teachers by inviting classroom teachers to meetings team will monitor progress midway (3 weeks) of the designated length of time of intervention (6 weeks) will be provided by examining reliable RTI and authentic formal and informal assessments that support instruction.
- RTI team in collaboration with the classroom teacher and intervention providers will analyze the success of the plan and establish new goals for students
- Align assessment and classroom instruction
- Spirit Week- [To bolster six pillars of character which supports the social and emotional component of RTI](#)
- Fun Fridays – selected students participate in games of choice led by City Year during recess
- Super Kids program – students are rewarded with super kids tickets as behaviors representing the five pillars of character are observed and then put into a lottery for participation in Super Kids Fun Fridays.
- Peace Warriors – group of fourth and fifth graders are trained to assist with peer mediation

Strategies to increase parental involvement

- Parent notification informing them of RTI services and discontinuation
- Parent workshops to provide strategies they can implement at home for additional support [and inform parents of what RTI is and the structures within our school](#)
- Parent phone calls/meetings to address teacher concerns and possible next steps before submitting a referral form
- Progress reports will be sent home on a monthly basis for students receiving RTI services

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- The above goal and instructional strategies/activities will be coordinated utilizing Tax Levy and Title 1 funds.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

To foster and further develop pedagogy effectiveness utilizing the Danielson Framework for teaching to ensure that all students are receiving instruction by a highly qualified pedagogy and demonstrate progress towards approaching and/or meeting New York State Standards as evidenced by [six informal low inference observations](#) and [1 end of the year formal observation](#) and ~~the~~ [Danielson Framework rubric](#).

Comprehensive needs assessment

- As per the school progress report only 24.5 percent of students made progress on state wide exams.
- Develop a teacher that supports both a quantitative and qualitative evaluative criteria levels of performance, clear expectations with specific procedures, instruments personal and time lines to ensure all students demonstrate progress towards meeting the NYS standards
- 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

Instructional strategies/activities

- 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
- Viewing clips of teachers rated at different calibrations
- Teachers self-assess alongside administration utilizing the Danielson rubric

Strategies to increase parental involvement

- 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 teachers are doing towards meeting their goals.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy x Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- The above goal and instructional strategies/activities will be coordinated utilizing Tax Levy and Title 1 funds.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA – RTI 73 students	Reader’s Theater Words their way Word Work Guided Reading Cursive writing intervention Sight word learning centers Writing intervention Great leaps Newbridge Fluency program – 28 students	Small group Small group Small group Small group one to one one to one small group one to one small group	During the school day
Mathematics	0		
Science	0		
Social Studies	0		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Speech 2 students SETSS 2 students Mt Sinai Social Worker 20 students	Small group Small group One to one	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

In order to ensure staff is highly qualified the following are strategies and activities being conducted for retention, assignments and support:

- Teachers participate in professional development during faculty conference days with a book study focus
- Six half days have been imbedded into our calendar days to provide teachers with professional development focusing on common core and Danielson Framework for Teaching.
- We are utilizing the Danielson Framework for Teaching as a professional development tool to enhance professional practice.
- Teachers are provided the opportunity to participate in instructional rounds
- One Professional Prep a month is utilized for looking at data, having discussions on data and developing a plan of action for next steps.
- The instructional grade leaders meet monthly with teacher teams to discuss data, conduct gap analysis to assist with planning and instruction.
- RTI team meets on a weekly basis to discuss methodologies being implemented, student progress, needs and next steps
- RTI team leader plus team members attend RTI professional development provided by CFN 408 network and turn key information to the larger community.
- Teachers are allotted time to conduct inter-visitations to further their instructional strategy tool box
- Selected teachers volunteer and participate in the Cultivating Awareness and Resilience in Education (CARE) off site professional development to learn how to better deal with everyday stress in order to become more effective teachers.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's Parent Involvement Policy (PIP), which includes the School-Parent Compact.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required Title I Annual Parent meeting. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is strongly recommended that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is strongly recommended that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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 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 Family Cook shop, Monthly Parent Read Aloud, Class Parents, 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.

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

- AIS Reading Teachers
- 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)

2a. 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
- Creating Science, Social Studies and Art Fair Projects
- Parents will be invited to assist and attend student performances, school assemblies, Annual Carnival and Multi-Cultural Festival.
- All correspondence 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-program, 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

3. 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 2012-2013. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 2012.

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 2012-2013

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.
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

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 trips](#)
- [Parent will be invited to become “class](#)

-
- ~~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 one hour 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:

_____	_____	
_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	
_____	_____	_____
DATE	DATE	DATE

(Please note that signatures are not required)

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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 in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 408	District 04	School Number 083	School Name Luis Munoz Rivera
Principal Frances Castillo		Assistant Principal Hazel Cruz	
Coach N/A		Coach N/A	
Teacher/Subject Area Gina Paoli - ESL Teacher		Guidance Counselor N/A	
Teacher/Subject Area Jamie Catz - Kindergarten		Parent Vacant	
Teacher/Subject Area Guadalupe Marquez- CTT Teacher		Parent Coordinator Luis Gandia	
Related Service Provider		Other	
Network Leader		Other	

B. 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	2	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	427	Total Number of ELLs	45	ELLs as Share of Total Student Population (%)	10.54%
------------------------------------	------------	----------------------	-----------	---	---------------

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 meets with incoming applicants, explains the HLIS form and conducts the informal oral interview. Upon completion and review of the form, if the child is identified as a potential ELL as determined by Dept. of Education guidelines, the assistant principal explains to the parent the procedures that will follow, such as LAB-R testing, their rights as parents and the steps that will follow if the student is identified as an ELL, and our ESL program.

2. In October once testing is completed parents of those students identified as ELLs are invited to an orientation session at which time they view a video explaining their rights and the different programs available to them. To ensure parents of ELL students fully understand and are aware of their choices, the ESL teacher invites them to meet with her on a one on one basis to discuss their options. Each subsequent year, letters are sent home 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. To ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned during the orientation sessions parents are encouraged to complete and submit their surveys and program selection at the end of the session. For returning parents the ESL teacher schedules appointments to meet with them to discuss continuing students. Via a check off list the ESL teacher is able to see who is missing forms and follows up via telephone calls and parent notices.

4. Our parent coordinator serves as a liaison in assisting parents in seeking out the program of choice if parent selection is one other than ESL. 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.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend is the majority 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.

6. The program model 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 warrant 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

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.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	12	10	7	7	7	2	0							45
Total	12	10	7	7	7	2	0	0	0	0	0	0	0	45

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	35	Special Education	9
SIFE	0	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.

	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	35	0	6	10		1					45
Total	35	0	6	10	0	1	0	0	0		45

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

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	7	9	2	6	5									29
Chinese	1		4	1		1								7
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	1											3
Haitian														0
French	2				1									3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	0	0	0	1	1								3
TOTAL	12	10	7	7	7	2	0	45						

Part IV: ELL Programming

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 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).
 - e. Describe your plan for ELLs identified as having special needs.

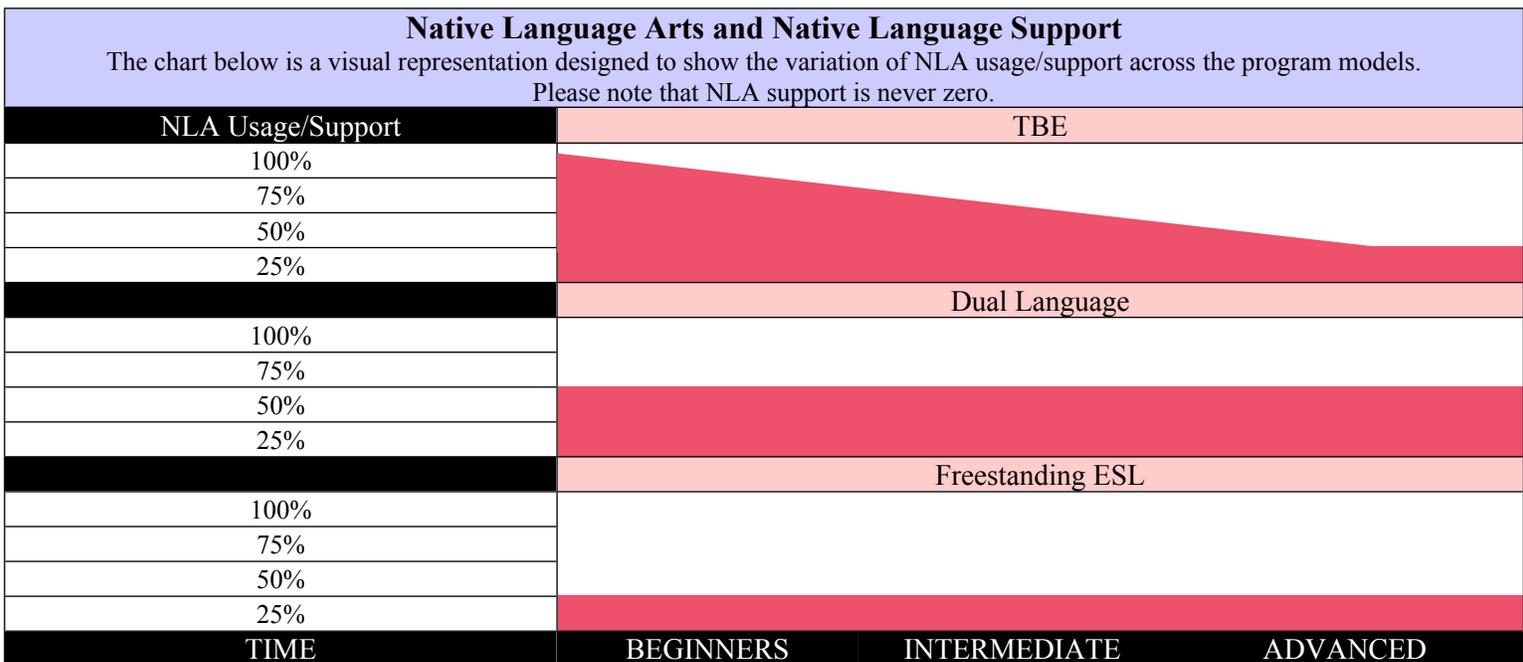
Paste response to questions 1-4 here

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

1a. Instruction is delivered in English with some native language (Spanish) support for beginning students. Students receive ESL instruction during the school day via a pull out model by a certified bilingual teacher who is completing her ESL certification and two certified ESL teachers. Students are grouped according to LAB-R and NYSESLAT data and grade level. Blocks of instructional ESL time are allotted according to data scheduling 360 minutes per week for beginning and intermediate students and 180 minutes per week for advanced level students.

1b. The program model is homogeneous according to grade and proficiency levels. Therefore, students in grades K and 1 who need the same mandated block of time are grouped together and so forth.

2. To ensure the mandated number of instructional minutes is provided according to proficiency levels in our program our Kindergarten teacher and our Kindergarten CTT teacher who are also certified in ESL provide students in Kindergarten, fourth and fifth grade with ESL services. Four blocks of time have been embedded in their schedule to address the needs of the identified 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 teachers further support developemnt of rigorous content knowledge through experiential and integrative learning provided during our 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. The focus of our ESL program is to improve language and the skills our children need to meet the performance standards through balanced literacy and the math workshop approach. The pull-out program implements a Reader's and Writer's workshop model. Students engage in read aloud, shared reading, independent reading and guided reading. Within the Reader's workshop students are immersed in some of the following strategies:

- 1 Structure of language
- 2 Letter sound relationships
- 3 Letter sound exploration
- 4 Re-reading to clarify meaning
- 5 Pre-viewing and predicting using text features as an aid for comprehension
- 6 Webbing
- 7 Noting patterns in text
- 8 Using pictures to predict

In addition, students are immersed in language development via accountable talk, read aloud, shared reading and general conversation in an effort to develop linguistics.

In the area of mathematics our Harcourt HSP Math Program incorporates an ELL component that supports our English Language Learners

via differentiated activities and language development vocabulary and flash cards. In addition, all classrooms have a math library to support the concepts being taught.

Utilizing

5. To further support our ELL population, students are referred to our targeted intervention specialists who provide small group intervention. Our upper grade reading specialist is bilingual (Spanish) supporting students with content and language development. The lower grade reading specialist is bilingual (Spanish) supporting students in the lower grades. 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. K-2 students receive AIS via a push-in model where the provider uses a guided reading approach pending on the need and teacher collaboration. Our upper grade students who are referred for AIS receive instruction based on assessment data. Our NYSESLAT data indicates a great need in reading and writing so intervention supports reading and writing with identified skills and strategies based on summative and formative data.
6. 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 AIS providers and are recommended for after school programs when funding is available.
7. 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.
8. Currently, we are not discontinuing any programs or services in place. Our data suggest that our programs are effective as students continue to demonstrate progress moving across levels and ultimately testing out of our program.
9. When funding is available all ELL students are afforded the opportunity to attend our instructional after school program for grades 3-5. Utilizing the Title III funds an after school program is established for grades with the largest number of ELL's as means of further addressing their needs.
10. 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 K-5
 - 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
11. When we make decisions about student placement we make every attempt to place Beginning ELLs—who are predominately Spanish speaking in classrooms with teachers of the students' native language. Currently, we have Spanish speaking ELLs in a Kindergarten class with a fluent bilingual paraprofessional, Asian ELL students have been placed with an Asian teacher. These teachers scaffold 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, such as African American dialects, so they can support each other linguistically and emotionally.
12. At the present time required services and resources support and correspond to ELLs' ages and grade levels.
13. An orientation is offered in July for all incoming students. At this orientation parents have the opportunity to inquire about our programs. In addition, handouts and instructional packets are provided to parents providing them with a lens on how they can assist their children at home.
14. At the present time no language electives are offered to our students.



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
N/A

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 with professional development she and selected teachers servicing ELL students 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:

- Teaching Struggling ELLs Fundamental Strategies for Effective Learning facilitated by Manhattan Staten Island BETAC at Hunter College October 2010
- Principle Strategies in Science for Ells facilitated by Manhattan Staten Island BETAC at Hunter College October 2010

2. Support is given to the staff by school leadership during the middle school process. Administration appoints a bilingual middle school liaison to oversee the middle school process during the school year. The middle school liaison and the parent coordinator attend meetings at the Integrated Services to obtain information concerning the middle school process and the timeline for selection of schools. Information is shared with classroom teachers and parents in our scheduled middle school parent meetings. Classroom teachers discuss the transition process from elementary school to middle school with students. The Parent coordinator works with classroom teachers and parents in order to prepare students for tours, open houses and interviews. Middle school representatives are invited to the school to address parents, students and teachers during a middle school fair hosted at our school. ELL students and parents are assisted in a selecting middle school and in the completion of application by the liaison, parent coordinator and/or classroom teacher. The school establishes relationships with middle school principals in order to ensure that ELL students are accepted into appropriate middle schools that will provide the services the students need. Students are encouraged to attend orientation sessions before and upon acceptance.

3. Teachers of English Language Learners participate in turn key training provided by ESL teachers who attend professional development sessions at determined sites. to futher support these teachers the ESL teachers also push in providing demonstration lesson 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?
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. We also host a variety of monthly workshops targetting 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. We have been fortunate to partner with Union Settlement who has been providing our non-English speaking parent population with on site ESL classes since 2007. These classes have allowed our parents to be an integral part of their children's education. In keeping with our expectation of having parents as partners, parents will be encouraged to participate in activities organized by the ESL teacher. Interactive workshops on how to support their children and on the ESL instructional program will be provided every other month. Activities will include how to use graphic organizers after reading or listening to a book, methods for language development through conversation, repetition and book talks, developing vocabulary through games and music. After each workshops parent will be extended the opportunity to borrow books they can utilize at home with their children.
3. The needs of parents are evaluated via our environment survey and School Leadership Surveys.
4. Monthly workshops are scheduled around instruction, social emotional components, health issues, and the arts. 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 more 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.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7	4	1	1	1	1								15
Intermediate(I)		7	6	1										14
Advanced (A)	7	3	7		5	2								24
Total	14	14	14	2	6	3	0	0	0	0	0	0	0	53

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	B	0	0											

G	I	2	2											
	A	0	9	10	1	1	1							
	P	0	2	4	0	4	2							
READING/ WRITING	B	2	3	0	0	1	1							
	I	0	8	7	1									
	A	0	3	3	0	5	2							
	P	0	1	4	0	0	0							

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
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				
Math				
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

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 ongoing running records. In addition, teachers also give monthly assessments and maintain conference notes.

2. After reviewing the data from the NYSESLAT, students total results from spring 2010 are as follows:

In kindergarten, 4 students performed at the beginner level, 8 students performed at the intermediate level and 3 students performed at the advanced level. According to the data the four students at the beginner level also scored at the beginner level in reading and writing. Two scored at the intermediate level for listening and speaking while the other two scored at an advanced level for listening and speaking.

In first grade, no students scored at beginner level, 5 students scored at an intermediate level and 7 students scored at the advanced level. Out of the 12 students for the reading and writing strand 3 are advanced, 5 students are intermediate and 4 passed the strand. For the listening and speaking strand 3 students passed and the other 9 are advanced.

In second grade, no students scored at the beginner level, 1 student scored at the intermediate level and 1 student tested out. The 1 student at the intermediate level was advanced in listening and speaking but intermediate in reading and writing.

In third grade, 1 student tested at the beginning level, 0 students scored at the intermediate and 5 students scored at the advanced level. Out of the 6 students five scored advanced in reading and writing and 1 scored at the beginning level while in listening and speaking 4 passed and 2 scored at the advanced level.

In fourth grade, no students tested at the beginning level and 2 students scored at the advanced level and 1 student tested out. Out of the three students two scored at the advanced level in reading and writing and all passed in listening and speaking.

In fifth grade all students tested out.

Overall, the NYSESLAT results demonstrate we need to focus more on the reading and writing strand. Although most of our students are advanced we need to implement strategies to secure these students test out of the program. Proficiency is increasing; therefore, demonstrating programs put in place such as our pull out ESL program following a balanced literacy approach, our Title III after school program, our instructional after school program are effective.

3. Based on the patterns across NYSESLAT modalities it is clear our energies have to address reading and writing. A strong emphasis has to be geared at providing our ELL students with ample time to work on their reading and writing skills.

4. After reviewing the data for the NYS English Language Arts results for 2010, the results were the following:

Out of 12 students that tested 58% of the students ELL performed at a level 3 and above 41% of ELL students performed at a level 2.

Considering the change in the scale scores, data demonstrates that although there was a decline in the number of students obtaining levels 3 and higher our students continue to make progress.

New York State data demonstrates that our students are sustaining language acquisition enabling them to meet and exceed state standards.

After reviewing the data for the NYS Math Exam the results were the following:

.08% of students scored on level 2. Data indicates that our students continue to perform well in mathematics.

Classroom teachers and the LAP committee unanimously agreed to allow ELL students take the regular interim assessments vs. the ELL interim assessment. Based on their data, it is believed that ELL students are well prepared to take the general population interim assessments and it will assist in preparing them for the actual challenge of the English Language Arts Exam.

Looking at interim data, ELL students are performing along the same spectrum as monolingual students. Scores may reflect a minor disparity but not great enough to attribute it to a deficiency in language.

5. N/A

6. The success of our ELL program is evaluated via the progress students make on the NYSESLAT, the number of ELL students who test out of the program and how students perform on state exams. In addition, we also evaluate how the child develops socially utilizing the English language.

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

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 4m083 **School Name:** Luis Munoz Rivera

Cluster: _____ **Network:** 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

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

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.

2012-13 Comprehensive Education Plan (CEP)

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 PS 83	DBN: 04M083
Cluster Leader:	Network Leader: Lucius Young
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 15
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 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 2012-2013 school year to provide ELL students in first and second grade with an after school program. Data shows that out of the 48 ELL students' there is a need to support the first and second grade students. According to the NYSESLAT data for students in grades first and second grade there are 12 students who need additional support in listening and speaking and 13 who need additional support in reading and writing. Although we have 14 students in grades 3-5 needing additional support in reading and writing those students will be receiving services in their targetted area of need via our City Year Instructional After school program 4x a week Monday thru Thursday from 3:30-5:00. The first and second grade program will be instructed in English by the licensed ESL teacher who also has a bilingual common branch license. 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. 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.

Our data indicates that our current Title III program has been effective since we have a larger number of students testing out of the program or showing progress. Of the students who attended our program during the 2011-2012 school year we had 18 students test at a proficient level in listening and speaking and 11 test proficient in reading and writing. Furthermore, we had 10 students score at an advanced level in listening and speaking and 8 students score at an advanced level in reading and writing and only 2 students at an intermediate level 1 in listening and speaking and 1 in reading and writing.

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"> • Per session • Per diem 	10,681.84	teacher salary 5219.76 2 teachers @ 52 hours each = 104 hrs 104 hrs x 50.19 (fringe benefits included) = 5219.76 principal salary 5462.08 2 principals @ 52 hours each = 104 hrs 104 hrs x 52.52 = 5462.08 5219.76 + 5462.08 = 10,681.84
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	0	0
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	518.00	Attanasio & Associates ESL/ELL Language Development Second Grade \$396.00 Benchmark Education Emergent Set A (24 titles) \$137.00 396.00 + 137.00 = 533.00
Educational Software (Object Code 199)	0	0
Travel	0	0
Other	0	0
TOTAL	11199.84	11214.84