



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: DONALD HERTZ

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11X083

PRINCIPAL: CLAUDIA MACEK

EMAIL: CMACEK@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELIZABETH WHITE

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
Claudia Macek	*Principal or Designee	
Reinis Visners	*UFT Chapter Leader or Designee	
Eleanor Conte	*PA/PTA President or Designated Co-President	
Camille Nicoletti	DC 37 Representative, if applicable	
Georgina Rodriguez	Member/Parent	
Maria Rossler	Member/Parent	
Lisa Ciero	Member/Teacher	
Georgette Valente	Member/Teacher	
Meg Torelli	Member/Teacher	
Sadie Weihe	Member/Teacher	
Denise Soto	Member/Parent	
Jeanine Timpone	Member/Parent	
Tina Alessandro Tara Gonzalez	Member/Parent 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

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 #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June, 2013, the percentage of Students with Disabilities achieving a level 3 or 4 on the NYS ELA exam in April, 2013 will increase by 10% (40 out of 163 students).

Comprehensive needs assessment

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

2011-12 Progress Report, School Surveys, Quality Review, Running Records, 2012 NYS ELA exam

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies/activities

Students will be provided small group pull-out/push-in academic intervention instruction in a small group setting.

Students will be offered a Saturday Academy for small group instruction using targeted, research based intervention programs.

Professional Development: PD will be given on the following topics: Interim formative/summative assessments to monitor and revise curriculum; writing of tasks and rubrics using the language of the CCLS to provide specific feedback to students regarding their progress, use of student data to plan and set goals; further development of inquiry teams of teachers; specific ICT teaching models and best practices.

Students are offered Academic Intervention by certified teachers using a research-based intervention program.

Responsible staff members include: classroom teachers, staff developers, administrators, literacy and math consultants

Timeline: September 2012 through June 2013

Steps for Including Teachers in the decision-making process:

Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **ELA and ELL teachers will design and implement ELA workshops and information sessions for parents. The workshop materials will be translated and interpretation support will be provided in native languages whenever possible.**
- **The Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.**
- **Parents will be provided passwords and training, if needed, on how to use the ARIS link and school website.**

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:

**As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1, Title III to implement this action plan from September 2012 to June 2013
Title 1, Title 3, Fair Student Funding, Contract for Excellence**

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Food services provide free breakfast and lunch to all students in all grades throughout the school year.

ANNUAL GOAL #2 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 #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June, 2013, the percentage of Students with Disabilities achieving a level 3 or 4 on the NYS Mathematics exam in April, 2013 will increase by 10% (73 out of 163 students).

Comprehensive needs assessment

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

2011-12 Progress Report, Quality Review, School Surveys, 2012 NYS Math Exam,

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies/activities

Students will be provided small group pull-out/push-in academic intervention instruction in a small group setting.

Students will be offered a Saturday Academy for small group instruction using targeted, research based intervention programs.

Professional Development: PD will be given on the following topics: Interim formative/summative assessments to monitor and revise curriculum; writing of tasks and rubrics using the language of the CCLS to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry teams of teachers; specific ICT teaching models and best practices.

Students are offered Academic Intervention by certified teachers using a research-based intervention program.

Responsible staff members include: classroom teachers, staff developers, administrators, literacy and math consultants

Timeline: September 2012 through June 2013

Steps for Including Teachers in the decision-making process:

Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.

Responsible staff members include: classroom teachers, staff developers, administrators, math consultants.

Steps for Including teachers in the decision-making process:

Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.

Timeline: September 2012 through June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parents will receive interim assessment reports.

Parents will be invited to workshops and information sessions provided by teachers and staff developers sessions concerning the new Common Core Learning Standards and the NYS Math standardized exam.

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:

As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1, Title III to implement this action plan from September 2012 to June 2013

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Food services provide free breakfast and lunch to all students in all grades throughout the school year

ANNUAL GOAL #3 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 #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

100% of teachers will be provided with quality professional development to unify teacher practices across classrooms in order to implement Citywide Instructional Expectations.

Comprehensive needs assessment

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

Quality Review, teacher surveys, classroom observations. Teachers across all grade levels and curriculum areas need professional development to implement the Common Core Learning Standards and a rubric based teacher effectiveness evaluative tool.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies include:

Classroom visitations by peers and administrators.

Weekly unit planning and common planning on grade levels to design and implement tasks.

Staff and other Resources include:

All classroom, cluster, and AIS teachers as well as staff developers and administrators

Timeline: September, 2012 to June, 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parent workshops and information sessions will be provided on the Common Core Learning Standards.

Parents will receive student reports regarding how their children are performing and progressing on meeting the new state standards.

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

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1, Title III to implement this action plan from September 2012 to June 2013

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To increase parent involvement as evidenced by the 2013 School Survey (Response rate will increase from 62% to 75%).

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
2012 School Survey, Progress Report, Parent Association meetings, Leadership meetings, parent workshops, Parent-Teacher conferences

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies include:

Parent surveys will be distributed by Staff Developers and AIS teachers and collected by classroom teachers during parent conferences in March, 2013.

Staff and other Resources include:

All classroom, cluster, and AIS teachers as well as staff developers and administrators

Timeline: September, 2012 to June, 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: **X** 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

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ANNUAL GOAL #5 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 #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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	Fountas & Pinnell Targeted Reading 16 Kg. students 20 – 1 st grade students 27 – 2 nd grade students Soar to Success (Gr. 3&4) 31 students grade 3 28 students grade 4 Guided Reading 41-6 th gr. Students 47 – 7 th grade students 17 – 8 th grade students	Small group, push-in, pull-out 1:1	During the school day
Mathematics	Successmaker 15 – 1 st grade students 64 – 5 th grade students Math Interventions – Skill practice, math drills 35- 6 th grade students 38 – 7 th grade students 25 – 8 th grade students	Small group, push-in, pull-out 1:1	During the school day
Science	Common Core grade 8 instruction 64 students	Small groups, 1:1	During the school day
Social Studies	47- 7 th grade students 17 – 8 th grade students	Small groups, 1:1	During the school year

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>1- 1st grade student 2- 2nd grade students 9- 3rd grade students 17-4th grade students 2- 5th grade students 9- 6th grade students 7- 7th grade students 3 – 8th grade student</p>	<p>1:1 at risk counseling Small group</p>	<p>During the school day</p>
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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.

Only teachers who possess a NYS license are hired.

All new teachers are provided with a school-based mentor, as well as, a New Teacher consultant who meets with them weekly to address areas of concern

All teachers are provided with high quality professional development at least two times per week. During this time teachers develop unit plans with their grade appropriate ELA, Math and Science staff developers.

Literacy and Math consultants meet with teacher teams to design units and assessments.

All teachers are provided with a copy of *Enhancing Professional Practice – A Framework for Teaching* to be used as a reference for our rubric-based formative classroom observations.

Teachers are provided time to perform intervisitations with their peers to observe the best practices of teaching.

**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

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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
2011-12**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Benjamin Soccodato	District 11	Borough Bronx	School Number 083
School Name Donald Hertz School			

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

Principal Claudia Macek	Assistant Principal Harra Kingsley
Coach Linda Collins	Coach Mary Whitford
ESL Teacher Linda Stinga	Guidance Counselor Joanne Rubino
Teacher/Subject Area Elaine Mandas/ESL	Parent Eleanor Conte
Teacher/Subject Area Rachel Roos Aprea/ESL	Parent Coordinator Anne Daly
Related Service Provider Cathy Lembo-Loyd	Other type here
Network Leader Benjamin Soccodato	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	1720	Total Number of ELLs	189	ELLs as share of total student population (%)	10.99%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. Parents are administered the Home Language Identification Survey upon registration of their child into the school. Kathy Lanyi is the Pupil Accounting secretary who is responsible for administering the HILS to parents. ESL teachers Elaine Mandas and Rachel Roos are available to conduct the initial interview if needed. Additionally, translation in Albanian is provided by Raza Sinanaj, AIS teacher and Spanish translation is provided by Ida Gutterman, Literacy Staff Developer. Each is a native speaker of these languages. The HILS Surveys are completed by the ESL teachers. Students who are identified as potential ELLs are interviewed and administered the LAB-R within the ten day period by an ESL teacher. Each Spring ELL students are evaluated with the NYSESLAT. Students are tested by their ESL teacher, Ms. Roos Grades K-2, Ms. Mandas Grades 3-5 and Ms. Stinga Grades 6-8. The speaking portion of the exam is administered one on one. The listening, reading and writing parts of the test are administered in small grade level groups to ensure optimal outcomes.

2. Parents of newly identified ELL students are invited to attend an Orientation Meeting in the beginning of the school year. A letter of notification is sent home several times to parents. Present at the meeting are the ESL teachers and translators Ms. Sinanaj and Ms. Gutterman. Parents learn about the three program choices that the city offers ELL students. The Orientation Video provided by the NYC DOE is shown to parents explaining the three choices offered. Parents view the video in English and the language of their choice. The ESL teachers and translators assist parents with filling out the Parent Survey and Program Selection Form. Parents unable to attend the initial meeting are invited to come during Parent Teacher Conferences in November to view the video and fill out their Parent Survey and Selection Forms. Parents are also invited for one on one Orientation meetings which are scheduled by the ESL teacher their child has. Through our outreach efforts we hope to make contact with all parents of new ELLs in the mandated time

3. Entitlement letters are distributed each Fall by the ESL teachers. The letters are sent home to the parents of all ELL students. Parents are to sign and return the letter to the ESL teacher. The ESL teachers keep the signed Entitlement letters in the Home Language Survey Identification binder. A copy of each Entitlement letter sent home is also kept in a separate file. Parent Survey and Program Selection forms are given to parents at school and completed there. This ensures that they are accounted for and completed accurately.

4. Identified ELL students are placed into a class which contains a small group population of ELL students in it. Students are grouped by their ESL levels in these small groups. If a parent requests a bilingual program for their child, we make every effort to help find a school that accommodates them. Parents receive communication from the school in their native language when possible.

5. Upon review of the Parent Survey and Program Selection forms for the past few years we can see that the trend in program choice has been Freestanding ESL. In 2009-10 school year, 32 ELL students were admitted to the school. All forms submitted chose Freestanding ESL as the first choice. In the 2010-11 school year we had 26 new ELLs admitted to the school. All forms submitted chose Freestanding ESL as their first choice. In the 2011-12 school year we had 24 new ELLs admitted to the school. All forms submitted chose Freestanding ESL with the exception of one choice for a Dual Language Program and another for Bilingual Bengali.

6. Our program model is in alignment with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	13	24	26	20	17	22	22	23	22					189
Total	13	24	26	20	17	22	22	23	22	0	0	0	0	189

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	189	Newcomers (ELLs receiving service 0-3 years)	136	Special Education	13
SIFE	0	ELLs receiving service 4-6 years	43	Long-Term (completed 6 years)	10

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	136	0	5	43	0	4	10	0	4	189
Total	136	0	5	43	0	4	10	0	4	189

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
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	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: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	10	11	10	10	9	8	16	9					88
Chinese		1			1	1	1		2					6
Russian														0
Bengali		4	1			2		1						8
Urdu		1	2	1										4
Arabic	3	4	8	5	1	3	7	3	3					37
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian	3	3	3	3	5	6	6	2	5					36
Other	2	1	1	1				1	3					9
TOTAL	13	24	26	20	17	22	22	23	22	0	0	0	0	189

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

1a. Instruction is delivered through a push-in/pull-out model. The beginning and intermediate students are grouped into classes on grade levels by proficiency levels to enable the ESL teachers to provide pull-out services. The advanced students are grouped into classes together so that the ESL teacher can push-in to the classroom to provide support for content area instruction.

b. The program model uses homogeneous groups. Students are grouped according to their levels and grades for service. Beginner and Intermediate students are grouped together. Advanced students are grouped together to facilitate instruction at appropriate levels. When necessary, two consecutive grade bands are grouped together for service.

2. The ESL staff has been designated to service three grades each. Ms. Roos, Grades K-2, Ms. Mandas Grades 3-5 and Ms. Stinga Grades 6-8. This ensures all students get the mandated number of minutes. Beginner and Intermediate students are pulled out for small group ESL instruction. Advanced students receive service in the push-in model when possible or in a small group pull-out setting.

2a. Beginner and Intermediate students are scheduled to receive 360 minutes of ESL service a week. This service is given in eight 45 minute periods. Advanced students receive 180 minutes of ESL service a week. This service is given in four 45 minute periods a week.

3. All content area instruction is delivered in English in our ESL Program. To make content comprehensible to our ELL students ESL methodologies are used. For example, a Content Word Wall displays key words alphabetically. Word webs are used to link new vocabulary learned to concepts and words students know. Background is built before students learn about a new concept. Graphic Organizers are used to assist students in grasping a concept.

4. ESL teachers collaborate with the SBST to make sure that students who are ELLs are appropriately evaluated in their native language.

5a. SIFE students receive ESL instruction in a small group or one-on-one setting when possible to address the areas they are deficient in. In addition, they receive AIS services in collaboration with the ESL teacher to address their educational needs. Teachers use hands-on manipulatives and realia to connect concepts to the student's own life. Other services offered to the students are Saturday Academy, Peer Tutoring and Summer School.

5b. Instruction for newcomers is designed to accelerate ELLs acquisition of English to enable them to function successfully in grade level academics. Students in grades K-4 use the Sunshine Program by Scott Foresman that focuses on the acquisition of vocabulary, reading,

A. Programming and Scheduling Information

writing and phonetic skills. In grades 5-8 students use English,Now! by Lit Conn to address vocabulary development, phonemic awareness, pronunciation, reading fluency and writing. ESL methodologies are used including paraphrasing, partnering and graphic organizers. New for this year is the introduction of the program Rosetta Stone. Newcomers will work independently at there own pace to aquire English.

5c.Instruction for ELL students with 4-6 years of service includes a strong focus on the development of academic language proficiency, reading comprehension and writing process. Students in grades K-4 use the Sunshine Program by Scott Foresman to enhance these skills. In grades 5-8 students use the Cornerstone/Keystone Program by, Pearson Longman. ESL teachers use the following methodologies to further develop skills in these areas; word webs, word walls, graphic organizers, modeling of writing process and editing checklists.

5d.Long term ELLS continue to work on developing their writing skills through the use of the writing process. The focus includes building academic vocabulary, researching and organizing information and ideas. Academic vocabulary is taught and reviewed with word webs and word walls. Students use graphic organizers and editing checklists. The ESL teacher models the writing process to the students. The Keystone Program by Pearson Longman is used along with additional resources.

6.ELL-SWDs require instructional strategies to meet their needs. ESL teachers consistently use scaffolding techniques throughout the lesson including think alouds, paraphrasing and partnering. They engage students by having less teacher talk and no down time. Lessons are appropriately paced for the students' ability levels. Students are given extra time to complete tasks. Groups are small to ensure academic progress. The grade level materials used for these students include Sunshine Program by Scott Foresman for grades K-4 and Cornerstone/Keystone by Pearson Longman for grades 5-8.

7.ELL-SWDs receive the required amount of ESL instruction in a small group setting to obtain optimal results. Materials used with ELL-SWDs are high interest with low readability. Supplementary materials are used to make lessons meaningful. ESL methodologies are used to support students learning. The following strategies are incorporated, clearly defined content objectives, graphic organizers, cooperative learning and additional time to complete assignments.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

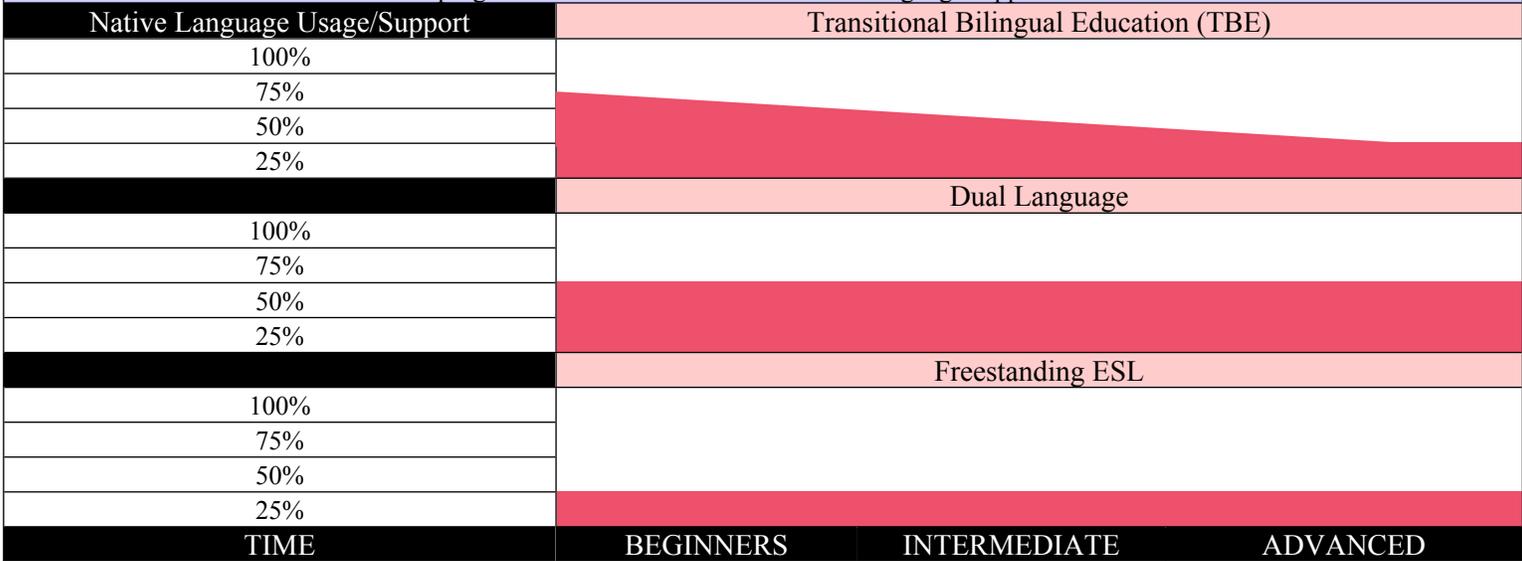
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. ELL students are provided with Academic Intervention Services with an AIS teacher in math and ELA. In collaboration with ESL teachers the AIS teachers provide small group instruction. To support the needs of the ESL student the AIS providers use manipulatives and realia to connect what has been learned to the students' experiences. They use scaffolding techniques including think alouds, paraphrasing and partnering. They also use a variety of question types to encourage higher level thinking skills. Graphic organizers and modeling are used in the teaching of reading and writing.
9. ELLs who exit the program will be monitored for a minimum of two years. Whenever possible, they will be scheduled to receive AIS or other services in areas of deficiency.
10. This year we will implement the program Rosetta Stone to support our ELLs. We will also continue to incorporate the new Common Core State Standards into our curriculum. The focus continues to be on writing for our ELLs as this is the area that needs improvement.
11. There are no plans to discontinue any ESL programs this year.
12. ELL students are afforded equal access to all school programs including AIS services, our Sports and Arts After School Program and Saturday Academy. The Sports and Arts After School Program includes sports, clubs and arts in addition to academic help. The Saturday Academy is a 3 hour program for academic instruction in a small group setting and is provided from October through April.
13. In grades K-4 the instructional materials used are Sunshine Program by Scott Foresman, Phonics books by Pearson Longman and Empire State NYSESLAT by Continental Press. In grade 5-8 the instructional materials used are Cornerstone/Keystone Program by Pearson Longman, English, Now! by Lit Conn (for Newcomers) and Empire State NYSESLAT ESL/ELL by Continental Press. Rosetta Stone will be implemented this year.
14. Native language support is delivered by the use of dual language books in Albanian, Bengali, Chinese, Urdu, French, and Arabic. Reading libraries are available in Spanish. Students are also provided with translation dictionaries in their native language and English.
15. The services and support that our ELL students receive are appropriate to their age and grade. The materials we use are designed with a focus on the grade band that we are teaching. For example, the Sunshine Program by Scott Foresman is for grades K-4. The Cornerstone/Keystone Program by Pearson Longman is for grades 5-8.
16. Newly enrolled ELL students are given a newcomer packet. In this packet is a newcomer workbook that includes basic vocabulary students need and activities to practice. We also include a vocabulary and sight word list. Parents are encouraged to get a library card for their child and take out books on cd for their child to listen to in English.
17. The school offers Spanish as a foreign language to all students in grades 5-8.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. All of the ESL teachers including Ms. Mandas, Ms. Roos and Ms. Stinga attend monthly professional development meetings offered by our network. At these meetings an emphasis is placed on data collection and instructional strategies to help ELLs achieve. They will turn key the information they learn at their meetings to staff that works with ELLs.
2. Students who are transitioning to the Middle School are given a tour of the building and an overview of the curriculum. The school guidance counselor is available to the students. ESL students are grouped in classes together so that an ESL teacher can push-in to the classroom and provide support to the teacher using ESL methodologies.
3. ELL 7.5 hour training is administered to all new staff, our Parent Coordinator and Guidance Counselor and to those that work with ELLs. The training topics include: Identification and Placement of ELLs Oct. 5th, 1 hour, Stages of Language Acquisition Nov. 8th, 1 hour, ESL Methodologies and Strategies, Dec. 7th, 1 hour, Balanced Literacy Strategies for ELL Students Jan. 4th, 1 hour, Importance of Math Strategies for ELL Learners Feb. 8th, 1 hour, Formal and Informal Assessments and Using Data to Drive Instruction March 7th, 1 hour, Scaffolding Informational text for ELLs to Build Academic Language April 4th, 1 hour, Differentiating Instruction for ELLs May 9th, .5 hours.

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. Our Parent Coordinator, Anne Daly, acts as an important liaison with our ELL parents and encourages them to participate in many varied school-based activities. These activities include the PA, Parent Educational Meetings and Social Activities for students and their families. She plays a vital role during the initial screening process for registration in our school. The Parent Coordinator ensures that parents receive proper interpretation and/or translation when requested. The Parent Survey and Program Selection Forms are periodically reviewed at the time of orientation in order to keep abreast of parental trends.
2. The school is partnered with the Morris Park Branch of the New York Public Library. They provide classes for parents to learn English. Additionally, the Italian Heritage Society offers Italian Classes through the library.
3. The needs of the parents are evaluated in several ways. Our Parent Association has monthly meetings. The Parent Coordinator, Leadership Team, ESL and Classroom teachers, Guidance Counselors, AIS teachers and School Based Support Team collaborate to keep abreast of parental needs.
4. Our parental involvement activities are aligned with our parents needs. Parent involvement activities include workshops, PA meetings, Leadership Meetings, Parent Teacher Conferences and Parent Workshops every week during our Saturday Academy. The Workshop offerings are scheduled using a survey of parent choices.

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)	3	12	6	2	2	5	5	6	2					43
Intermediate(I)	0	8	11	5	0	5	3	7	5					44
Advanced (A)	10	4	9	13	15	13	13	10	15					102
Total	13	24	26	20	17	23	21	23	22	0	0	0	0	189

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	1	0	1	0	1	2	0	0				
	I	2	0	0	0	3	1	3	4	1				
	A	6	20	5	2	2	4	8	12	11				
	P	4	6	16	16	18	13	5	5	5				
READING/ WRITING	B	2	4	1	2	3	4	5	4	2				
	I	4	11	4	2	5	5	3	8	5				
	A	3	7	11	15	10	10	6	6	7				
	P	3	5	5	0	5	0	4	3	3				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2				2
4	3	9	2	0	14
5	7	8	3	0	18
6	6	8	2	0	16
7	4	10	2	0	16
8	2	14	0	0	16
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	1		1						2
4	2		11		4		0		17
5	5		7		8		0		20
6	3		10		7		1		21
7	5		9		6		2		22
8	6		9		1		2		18

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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		6		7		1		17
8	6		13		5		0		24
NYSAA Bilingual Spe Ed									0

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

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

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
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

1. Our school uses Fountas and Pinnell running record levels recorded three times yearly to assess the early literacy skills of our students. The data shows that the majority our ELL students read at least a grade level or more below their peers. The data shows that academic vocabulary is the area of weakness which impacts their reading comprehension. This information helps us to target our ELL students for guided reading groups designed to address their individual needs in reading.

2. As we look at the patterns revealed by the proficiency levels we see some trends. In grade K the majority of the students are performing at an advanced level. They are coming to school with BICS. In the 1st-2nd grades there are more students at the Beginner Intermediate level. As we look at grades 3-4 we see a shift to more students at the Advanced level, an indication that our ESL program is working and the students are moving toward CALPS. In grades 5th-6th most studnets are performing at the Advanced level. However, there is an increase in our population of Beginner, Intermediate students. When we look at 7th grade, there are more Beginner, Intermediate students than Advanced students. In the 8th grade Advanced level students are the majority while there are less Beginner, Intermediate students. This is an indication that those students that have come in the later grades are progressing to the Advanced level. The data shows our Kindergarteners are coming to school knowing more English. In the First grade the ELL population grows in the number of Beginners. We have a strong population of Beginner, Intermediate ELLs in the upper grades.

3. Patterns seen across the NYSESLAT modalities of reading/writing and listening/speaking will drive our instructional focus. Our instrsuctional emphasis is aligned with the data retrieveed from these tests. The data confirms that we need to emphasize reading and writing skills in our instruction. To meet our students needs we will teach Academic Language. Lessons will be designed with comprehensible input. Tier two and three words will be posted to help students. Language stems will also be used to improve students speaking. Finally, teachers will be sure to use explicit language objectives in their lessons to help students maintain a focus in this area during instruction.

4a. After carefully examining students ELA results, we can see some patterns across grades. The majority of our ELL students scored in the 1 and 2 range. The number of 2's increased in the 7th and 8th grade as the number of 1's decreased in these grades. An item analysis conducted by our Inquiry Team showed that students are lacking in vocabulary development. ELLs do not take tests in their native language at this time.

4b. We currently have opted out of the ELL Periodic Assessments. Instead, we informally assess our ELLs within the ESL program. This information is shared with school leadership and teachers to help them in planning strategy based lessons to support the students' needs.

4c. We have learned that our ELLs are not acquiring the vocabulary necessary to perform as well as their peers on State Tests. They need to increase their CALPs to improve their performance.

5a.n/a

5b.n/a

5c.n/a

6. We evaluate the success of our ESL program by looking annually at the NYSESLAT scores. We also complete an AMAO. We record student exit rate, length of stay in program and year to year progress for each student. The progress of our students is also evaluated through observation, quizzes, tests and written assignments graded with a rubric. Finally, we take into account how our students perform on the State Exams as a measure of the success of our program.

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Claudia Macek	Principal		1/1/01
Harra Kingsley	Assistant Principal		1/1/01
Antoinette Daly	Parent Coordinator		1/1/01
Linda Stinga	ESL Teacher		1/1/01
Eleanor Conte	Parent		1/1/01
Elaine Mandas	Teacher/Subject Area		1/1/01
Rachel Roos	Teacher/Subject Area		1/1/01
Linda Collins	Coach		1/1/01
Mary Whitford	Coach		1/1/01

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joanne Rubino	Guidance Counselor		1/1/01
Benjamin Soccodato	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 11X083

School Name: Donald Hertz

Cluster: CFN532

Network: CFN532

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.

Parent Home Language surveys were administered and entered into the ATS system for easy identification of language translation needs. Forms provided by the DOE are available in several languages and are downloaded in these languages. We have also used the DOE Translation Department to translate important notices and general school information. Additionally, many of our staff members, parents, and students are bilingual and provide translation services when needed. Our Parent Coordinator works closely and effectively to insure that translation needs are met.

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.

More orientation meetings are needed to foster communication with non-English speaking parents and provide necessary information to them regarding school matters. Additional outreach is needed to help with choices for High Schools and specialized programs through the Guidance Department and providing assistance with filling out appropriate applications and necessary forms. In discussing these concerns with parents and staff, we have implemented bi-monthly parent "Meet and Greet" meetings to address these concerns, as well as, providing a Saturday Academy for parents.

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.

Letters to parents are translated whenever possible into their native language by school staff. Many of our school staff are fluent in several foreign languages. Our growing Albanian population is serviced by three Albanian speaking teachers. Our Spanish speaking population is serviced by many staff members fluent in Spanish. Many forms and letters are translated before being sent out through the DOE services, and translation services are available by telephone through the DOE.

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 translation services are provided through the efforts of our Parent Coordinator, who used parent volunteers for translation on an as needed basis. School staff is available for translation services. Telephone translation services are provided through the DOE. Students are paired with their native language speaking peers whenever possible to translate and help with adjusting to their new environment.

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>.

Many letters from the Chancellor's Office are available already translated to download into many languages. These letters are sent home in the students' native languages. Letters sent home and signs made for posting in the school are emailed to the DOE interpretation services, translated, and emailed back for printing.

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Donald Hertz	DBN: 11X083
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program:
of certified ESL/Bilingual teachers: 1
of content area teachers: 6

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

We have instituted a Saturday Academy for ESL students in grades 2 - 8 where English language learners receive small group Academic Intervention Services in addition to the ESL program offered throughout the day. Saturday Academy participants meet on Saturdays from October through April from 9 am to 12 pm. The language of instruction is English and groups are in an approximate ratio of 10 student to one certified teacher. The philosophy behind the instruction is that students struggling with English mastery must have memorable, low-risk learning experiences that connect to their lives. For this reason, students will be engaged in activities such as storytelling and theater. These promote fluency and allow students to relate the learning to their experiences. In addition, they will participate in games such as Bingo and utilize manipulatives such as sentence strips and white boards to maintain engagement.

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: Title 3 funds are not used for professional development as Title 1 10% set-aside covers all of our Professional Development.

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 addition to translators available at regularly scheduled Parent Association meetings, parents are invited to a school-sponsored series of evening workshops that review Common Core State Standards and NYS standardized testing formats in detail. During these workshops, translators are available and a testing coordinator devotes time to parents of English language learners to describe the specific accommodations ESL students should receive during testing. Notices are disseminated to each student

Part D: Parental Engagement Activities

to bring home, a phone service calls each home to inform parents of the meeting dates and meeting times and dates are posted on the school website and school calendar.

Part E: Budget

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

Allocation Amount: \$

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