



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** THE LUIS BELLIARD SCHOOL  
**DBN (i.e. 01M001):** 06M008  
**Principal:** RAFAELA LANDIN  
**Principal Email:** RLANDIN@SCHOOLS.NYC.GOV  
**Superintendent:** ELSA NUNEZ  
**Network Leader:** BENJAMIN SOCCODATO

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Rafaela Landin	*Principal or Designee	
Myra Davis-Thomas	*UFT Chapter Leader or Designee	
Ana Paredes	*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> )	
Amerys Reyes	CBO Representative, if applicable	
Karen Sestak	Member/ Elected UFT/Chairperson	
Luis Fernandez	Member/ Elected UFT	
Beena Thomas	Member/ Elected UFT	
Jeannette Morillo	Member/ Elected Parent	
Indhira Ruiz	Member/ Elected Parent	
Martha Rodriguez	Member/ Elected Parent	
Manuel Then	Member/ Elected Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed

	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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.

To improve each student's literacy achievement outcomes, with a particular focus on English Language Learners and Students with Disabilities, to close the achievement gaps of these sub-groups.

- ✦ By June 2014, students in grades 3-5 will continue to show progress in literacy and increase in student performance from a 9.8 to a 10.7 on the 2014 Progress Report by maintaining our A grade in the area of student progress and improving our overall grade level from a C to a B in the area of student performance.

### 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.

A review of the 2012-2013 Progress Report reveals that the school's overall grade increased from a C in the 2011-2012 school year to a B. Also, in the area of student progress, the school increased from a C in school year 2011-2012 to an A in school year 2012-2013. The school maintained a grade of a C in the area of student performance and showed a slight decrease in points, from 4.2 in school year 2011-2012 to a 3.8 in school year 2012-2013, in the area of closing the achievement gap. Therefore, improvement in both student progress and student performance in literacy, with special attention to both the SWD and ELL subgroups, will be the focal point of all school initiatives.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. Require grade level teacher teams to examine and analyze formative and summative assessment data to develop implications for practice within daily balanced literacy instruction for all sub-groups
2. Implement *ReadyGen* literacy curriculum within our daily balanced literacy program
3. Provide professional development for teachers of SWD and ELL students that focuses on specific daily effective teaching practices that meets the needs of these students
4. Create an instructional team comprised of administrators and coaches to support in the effective implementation of the CCLS and the Citywide Instructional Expectations
5. Establish a Response to Intervention (RTI) Team who targets ELLs and SWDs, students in the bottom 1/3, and students who did not make progress and implement an action plan aligning Response to Intervention (RTI) tiers of instruction and intervention informed by data
6. Mandated Extended Day Program for students in grades 3-5 twice per week for 50 minutes
7. Strategically identify all third and fourth grade students who are at or above grade level, as evidenced by STAR Reading and the 2013 NYS ELA Assessment, and offer an Enrichment Program on Saturdays
8. Offer Title III Program to ELLs on Saturdays

#### B. Key personnel and other resources used to implement each strategy/activity

1. Network ELA Specialists, Principal, ELA Assistant Principal, Literacy Coaches, Literacy Consultant, Teachers
2. Principal, ELA Assistant Principal, Literacy Coaches, Literacy Consultant, Teachers
3. Principal, ELA Assistant Principal, Literacy Coaches, Literacy Consultant, Special Education Liaison, Network ELL Specialists, DOE Internal Services for SWDs and ELLs
4. Principal, Assistant Principals, Literacy Coaches
5. Principal, ELA Assistant Principal, RTI Coordinator, Literacy Coaches, Teachers
6. Principal, ELA Assistant Principal, Teachers
7. Principal, ELA Assistant Principal, Teachers
8. Principal, Bilingual/ESL Assistant Principal, Teachers

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Formative assessments and summative assessments will evaluate the effectiveness of our practice and monitor the progress of our students
2. Administer one Performance-Based Assessment (PBA) at the end of every module and ongoing formative assessments to evaluate the effectiveness of the curriculum and monitor the progress of our students
3. Formative assessments and summative assessments will evaluate the effectiveness of the professional development (PD) provided and monitor the progress of our students. Also, teacher feedback will be collected and analyzed to determine the effectiveness of the PD provided
4. Frequent cycles of observation with immediate feedback using the Danielson Framework will be conducted to ensure the effective implementation of CCLS and the Citywide Instructional Expectations. Also, formative assessments and summative assessments will evaluate the effectiveness of team's implementation of CCLS and the Citywide Instructional Expectations and monitor the progress of our students
5. Formative assessments and summative assessments will evaluate the effectiveness of the RTI's action plan and monitor the progress of our students
6. Formative assessments and summative assessments will evaluate the effectiveness of the Extended Day Program and monitor the progress of our students
7. A project-based learning curriculum will be used to instruct and assess the program's impact on students' progress. Furthermore, formative assessments and summative assessments will evaluate the effectiveness of the Enrichment Program and monitor the progress of our students
8. The I-Ready Reading program will be used to diagnose and monitor literacy progress. Also, other formative assessments and summative assessments will evaluate the effectiveness of the Title III Program

**D. Timeline for implementation and completion including start and end dates**

1. September 2013-June 2014
2. September 2013-June 2014
3. October 2013-June 2014
4. September 2013-June 2014
5. September 2013-June 2014
6. September 2013- June 2014
7. December 2013-May 2014
8. December 2013-May 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teacher teams meet twice a week during common planning time and PLT to analyze formative and summative assessments for the purpose of informing their instruction. Title I, Title IIa, and FSF monies, in conjunction with monies awarded to the school by the IBM grant and the Carmel Hill Foundation, are used to fund both the staff's salary and the technology used to analyze data, research best practices, and create lesson plans and units of study.
2. *ReadyGen* will be implemented during the daily literacy block. Funding allocations to support the implementation of the citywide instructional expectations were used to purchase this program.
3. Weekly Common Preparation Time, PLT, Professional Development Days in November and June, Professional Development by Network Specialist and External Consultants offered throughout the school year. Title I, Title IIa, and FSF monies are used to fund this activity.
4. The instructional team meets on a bi-weekly basis. Title I, Title IIa, and FSF monies, in conjunction with monies awarded to the school by the IBM grant and the Carmel Hill Foundation, are used to fund both the staff's salary and the technology used to analyze data, research best practices, and create lesson plans and units of study.
5. The RTI team meets on a monthly basis. Title I, Title IIa, and FSF monies, in conjunction with monies awarded to the school by the IBM grant and the Carmel Hill Foundation, are used to fund the staff's salary, materials (Successful Reader, Readers' Theatre, Foundations [Baby Wilson], Wilson Language System, Language Proficiency Kit, Waterford) to support Tier 2 and Tier 3 instruction, and the technology used to analyze data, research best practices, and create lesson plans and units of study.
6. Every Tuesday and Wednesday from 2:35 p.m. to 3:25 p.m. Title I, Title IIa, and FSF monies, in conjunction with monies awarded to the school by the IBM grant and the Carmel Hill Foundations, are used to fund the staff's salary and the technology programs used by students during the program (I-Ready Reading and English in a Flash).
7. Every Saturday from 9:00 a.m. to 1:00 p.m. Title I, Title IIa, and FSF monies, in conjunction with monies awarded to the school by the IBM grant and the Carmel Hill Foundation, are used to fund the staff's salary and the technology programs used by students during the program (I-Ready Reading and English in a Flash).
8. Every Saturday from 9:00 a.m. to 1:00 p.m. Title I, Title IIa, Title III and FSF monies, in conjunction with monies awarded to the school by the IBM grant and the Carmel Hill Foundation, are used to fund the staff's salary, materials, and the technology programs used by students during the program (I-Ready Reading and English in a Flash).

**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).

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 literacy achievement level;
- 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 the demands of the Common Core Learning Standards for Literacy and the Citywide Instructional Expectations;
- providing parents with bi-monthly progress report in literacy (Parent STAR Literacy Progress Report);
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- maintaining 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;
- conducting 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;
- providing 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;
- scheduling 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;
- translating all critical school documents and provide interpretation during meetings and events as needed; and  
conducting 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;

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>X</b>	<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

In collaboration with the Children's Aid Society, the PS 8 parent community and student population are provided with the following:

- An After School Extended Day Program that supports our students with academic enrichment and supplemental instructional tutoring, Homework Help, and English as a Second Language classes, arts, recreation, socialization, and leadership activities.
- A Preventive Services Program that provides supportive services in parenting skills, reducing the risk of child abuse, neglect and domestic violence prevention assistance.
- The SAPIS Program where the SAPIS worker provides violence and drug prevention and intervention services to the students at P.S. 8M. These prevention services include, but are not limited to: individual, group, family, and crisis counseling, classroom presentations, social skills groups, and, if necessary, referrals for professional services outside the school.
- A Family Resource Center that provides parents with assistance in job counseling, housing, legal aid, computer workshops, and family budgeting.
- An Adult Learning Program that offers workshops on ESL, family life, nutrition, EPIC (Every Person Influences Children) program, and arts & crafts
- Early Head Start, Head Start and Pre-K services are also provided to our school community.
- A Project BOOST (Building Options and Opportunities for Students) program is funded by CEI-PEA (Center for Educational Innovation-Public Education Association). This program targets 5<sup>th</sup> grade students who have excelled academically and gives them an opportunity to develop their academic talent by providing them with enrichment activities, academic guidance, and community service experiences.

**Goal and Action Plan #2**

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.

To improve each student's mathematics achievement outcomes, with a particular focus on English Language Learners and Students with Disabilities, to close the achievement gaps of these sub-groups.

- ✦ By June 2014, students in grades 3-5 will continue to show progress in mathematics and increase in student performance from a 9.8 to a 10.7 on the 2014 Progress Report by maintaining our A grade in the area of student progress and improving our overall grade level from a C to a B in the area of student performance.

## **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.

A review of the 2012-2013 Progress Report reveals that the school's overall grade increased from a C in the 2011-2012 school year to a B. Also, in the area of student progress, the school increased from a C in school year 2011-2012 to an A in school year 2012-2013. The school maintained a grade of a C in the area of student performance and showed a slight decrease in points, from 4.2 in school year 2011-2012 to a 3.8 in school year 2012-2013, in the area of closing the achievement gap. Therefore, improvement in both student progress and student performance in literacy, with special attention to both the SWD and ELL subgroups, will be the focal point of all school initiatives.

## **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

### **1. Strategies/activities that encompass the needs of identified subgroups**

1. Require grade level teacher teams to examine and analyze formative and summative assessment data to develop implications for practice within daily balanced mathematics instruction for all sub-groups.
2. Implement *GO Math* curriculum within our daily balanced mathematics program
3. Provide professional development for teachers of SWD and ELL students that focuses on specific daily effective teaching practices that meets the needs of these students
4. Create an instructional team comprised of administrators and coaches to support in the effective implementation of the CCLS and the Citywide Instructional Expectations
5. Establish a Response to Intervention (RTI) Team, through which the Mathematics Coach provides Tier I instruction to a select group of Grade 5 students who are ELL or former-ELL students
6. Conduct a mandated Extended Day Program for students in grades 3-5, twice per week for 50 minutes
7. Offer an Enrichment Program on Saturdays that provides opportunities for participation in project-based math activities to select third and fourth grade students
8. Offer Title III Program to ELLs on Saturdays

### **2. Key personnel and other resources used to implement each strategy/activity**

1. Network Math Specialists, Principal, Math Assistant Principal, Math Coach, Math Consultant, Teachers
2. Principal, Math Assistant Principal, Math Coach, Math Consultant, Teachers
3. Principal, Math Assistant Principal, Math Coach, Math Consultant, Special Education Liaison, Network ELL Specialists, DOE Internal Services for SWDs and ELLs
4. Principal, Assistant Principals, Math Coach
5. Principal, Math Assistant Principal, RTI Coordinator, Math Coach, Teachers
6. Principal, Math Assistant Principal, Teachers
7. Principal, Math Assistant Principal, Teachers
8. Principal, Bilingual/ESL Assistant Principal, Teachers

### **3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Formative assessments and summative assessments will evaluate the effectiveness of our practice and monitor the progress of our students
2. Administer a Performance Task at the end of every chapter/unit and ongoing formative assessments to evaluate the effectiveness of the curriculum and monitor the progress of our students
3. Formative assessments and summative assessments will evaluate the effectiveness of the professional development (PD) provided and monitor the progress of

our students. Also, teacher feedback will be collected and analyzed to determine the effectiveness of the PD provided

4. Frequent cycles of observation with immediate feedback using the Danielson Framework will be conducted to ensure the effective implementation of CCLS and the Citywide Instructional Expectations. Also, formative assessments and summative assessments will evaluate the effectiveness of team's implementation of CCLS and the Citywide Instructional Expectations and monitor the progress of our students
5. Formative assessments and summative assessments will evaluate the effectiveness of the RTI's action plan and monitor the progress of our students
6. Formative assessments and summative assessments will evaluate the effectiveness of the Extended Day Program and monitor the progress of our students
7. A project-based learning curriculum will be used to instruct and assess the program's impact on students' progress. Furthermore, formative assessments and summative assessments will evaluate the effectiveness of the Enrichment Program and monitor the progress of our students
8. The I-Ready Math program will be used to diagnose and monitor students' mathematics progress. Also, other formative assessments and summative assessments will evaluate the effectiveness of the Title III Program

#### **4. Timeline for implementation and completion including start and end dates**

1. September 2013-June 2014
2. September 2013-June 2014
3. October 2013-June 2014
4. September 2013-June 2014
5. September 2013-June 2014
6. September 2013- June 2014
7. December 2013-May 2014
8. December 2013-May 2014

#### **5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

6. Teacher teams meet twice a week during common planning time and PLT to analyze formative and summative assessments for the purpose of informing their instruction. Title I, Title IIa, and FSF monies, in conjunction with monies awarded to the school by the IBM grant and the Carmel Hill Foundation, are used to fund both the staff's salary and the technology used to analyze data, research best practices, and create lesson plans and units of study.
7. The *GO Math* curriculum will be implemented during the daily math block. . Funding allocations to support the implementation of the citywide instructional expectations were used to purchase this program.
8. Weekly Common Preparation Time, PLT, Professional Development Days in November and June, Professional Development by Network Specialist and External Consultants offered throughout the school year. Title I, Title IIa, and FSF monies are used to fund this activity.
9. The instructional team meets on a bi-weekly basis. Title I, Title IIa, and FSF monies, in conjunction with monies awarded to the school by the IBM grant and the Carmel Hill Foundation, are used to fund both the staff's salary and the technology used to analyze data, research best practices, and create lesson plans and units of study.
10. The RTI team meets on a monthly basis. Title I, Title IIa, and FSF monies in conjunction with monies awarded to the school by the IBM grant are used to fund the staff's salary, materials, and the technology used to analyze data, research best practices, and create lesson plans and units of study.
11. Every Tuesday and Wednesday from 2:35 p.m. to 3:25 p.m. Title I, Title IIa, and FSF monies in conjunction with monies awarded to the school by the IBM grant are used to fund the staff's salary and the technology programs used by students during the program (I-Ready Mathematics and Math Facts in a Flash).
12. Every Saturday from 9:00 a.m. to 1:00 p.m. Title I, Title IIa, and FSF monies in conjunction with monies awarded to the school by the IBM grant are used to fund the staff's salary and the technology programs used by students during the program (I-Ready Mathematics and Math Facts in a Flash).
13. Every Saturday from 9:00 a.m. to 1:00 p.m. Title I, Title IIa, Title III and FSF monies in conjunction with monies awarded to the school by the IBM grant are used to fund the staff's salary, materials, and the technology programs used by students during the program (I-Ready Mathematics and Math Facts in a Flash).

#### **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).

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 literacy achievement level;
- 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 the demands of the Common Core Learning Standards for Literacy and the Citywide Instructional Expectations;

- providing parents with bi-monthly progress report in literacy (Parent STAR Literacy Progress Report);
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- maintaining 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;
- conducting 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;
- providing 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;
- scheduling 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;
- translating all critical school documents and provide interpretation during meetings and events as needed; and  
conducting 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;

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>X</b>	<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

In collaboration with the Children's Aid Society, the PS 8 parent community and student population are provided with the following:

- An After School Extended Day Program that supports our students with academic enrichment and supplemental instructional tutoring, Homework Help, and English as a Second Language classes, arts, recreation, socialization, and leadership activities.
- A Preventive Services Program that provides supportive services in parenting skills, reducing the risk of child abuse, neglect and domestic violence prevention assistance.
- The SAPIS Program where the SAPIS worker provides violence and drug prevention and intervention services to the students at P.S. 8M. These prevention services include, but are not limited to: individual, group, family, and crisis counseling, classroom presentations, social skills groups, and, if necessary, referrals for professional services outside the school.
- A Family Resource Center that provides parents with assistance in job counseling, housing, legal aid, computer workshops, and family budgeting.
- An Adult Learning Program that offers workshops on ESL, family life, nutrition, EPIC (Every Person Influences Children) program, and arts & crafts
- Early Head Start, Head Start and Pre-K services are also provided to our school community.
- A Project BOOST (Building Options and Opportunities for Students) program is funded by CEI-PEA (Center for Educational Innovation-Public Education Association). This program targets 5<sup>th</sup> grade students who have excelled academically and gives them an opportunity to develop their academic talent by providing them with enrichment activities, academic guidance, and community service experiences.

**Goal and Action Plan #3**

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.

To continue to improve teacher practice; including new teachers, through implementing and conducting frequent cycles of formative classroom observation inclusive of quality actionable feedback.

By June 2014, the principal and assistant principals will conduct informal and formal observations for each teacher at PS 8 based on teachers' options; focused on Domains 1,2,3,and 4 of the Danielson Framework for Teaching use this rubric to provide teachers with actionable feedback, improve teachers' practice, and maximize student outcome

## **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.

Improvement of teacher effectiveness through frequent and actionable feedback to improve students' performance is one of the Citywide Instructional Expectations and the New Advance Systems for Teachers Evaluation. This framework will be used to improve teachers' practice regarding curriculum, instruction, CCLSS and the Instructional Shifts in ELA and Math.

## **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

### **1. Strategies/activities that encompass the needs of identified subgroups**

1. Attend further training regarding implementation of the Danielson Framework for Teaching to conduct informal and formal observations to ensure consistency of practice and feedback.
2. Attend Network Team Institute in Albany on APPR Integration, Growth Model and CCLS.
3. Teachers engage in self assessments on all domains of the Danielson Framework for Teaching and identify at least one area for growth.
4. Develop weekly schedules for administrative team to ensure formal and informal observations are regularly scheduled so as to ensure a minimum of 4 to 6 actionable feedback sessions for each teacher at PS 8.
5. Schedule 2 Instructional Rounds using the Danielson Framework for Teaching.
6. Schedule regular monthly administrative meetings to collaboratively share feedback so as to build consensus of understanding, as well as consistency and clarity in expectations for teacher practice, guided by the Danielson Framework for Teaching.
7. Review formal and informal observations and use findings to re-adjust our school professional development plan.

### **2. Key personnel and other resources used to implement each strategy/activity**

1. Principal and assistant principals attend training at the DOE level, webinar offered by DOE and Talent Coach on site training,
2. Principal attend 1 day training in Albany.
3. Classroom teachers, our of classroom personnel, assistant principal and principal
4. Principal and assistant principals.
5. Administrative team, consultants in literacy and math, teachers and out of classroom personnel.
6. Cabinet members consisting of assistant principals, coaches and principal.
7. Cabinet members.

### **3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Use training materials obtained during PD and use information for training at the school level. Teachers will begin to familiarize themselves with the rubric.
2. Use training materials obtained at the conference and on the engageny.org website and turnkey information during September faculty conference. Staff will understand the growth model in the Advance New Teacher Evaluation System.
3. Teachers begin to internalize the rubric and identify areas of growth to use for their own professional development. Teachers enhance their teaching practice and this leads to academic achievement for our students.
4. Feedback given to teachers support in improving teachers' practice and leads to academic growth of students.
5. Teachers participate in collection of low inference notes, use the Danielson Rubric to provide actionable feedback to colleagues and develop an understanding of what good instruction looks like.
6. Build consensus of understanding as well as consistency and clarity in expectations for teacher practice.
7. Use finding to re-adjust our 2013-14 Professional Development Plan

### **4. Timeline for implementation and completion including start and end dates**

1. July 2013
2. September 2013
3. September to October 2013
4. October 2013 to June 2014
5. January 2013 and March 2014

6. August 2013 to June 2014
7. September 2013 to June 2014

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

6. Training provided by DOE during summer of 2013
7. Traveled to Albany during month of July using own funding.
8. Teachers used common planning time and Professional Learning time to complete self-assessment. Resources from ARIS Learn were used to complete this task.
9. Looked at resources sent from Talent Coach from the Network and developed.
10. Hire substitute teachers to provide teachers in grades K-5 opportunities to participate in Instructional Rounds
11. Schedule bi-weekly cabinet meetings
12. Bi-weekly cabinet meetings

**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).

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 literacy achievement level;
- 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 the demands of the Common Core Learning Standards for Literacy and the Citywide Instructional Expectations;
- providing parents with bi-monthly progress report in literacy (Parent STAR Literacy Progress Report);
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- maintaining 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;
- conducting 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;
- providing 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;
- scheduling 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;
- translating all critical school documents and provide interpretation during meetings and events as needed; and  
conducting 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;

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Resources obtained from the Carmel Hill Foundation

**Goal and Action Plan #4**

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 ensure teacher teams meet in professional learning teams to focus on instructional implications of implementing the Common Core Learning Standards (NYS) and the Citywide Instructional Expectations

- ✦ By June 2014, 100% of teachers will be involved in weekly planning sessions to collaboratively look at student work with NYC Instructional Expectations protocol, analyze and adapt curricula and units of study in terms of gaps between current student work and CCLS aligned 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.

Ensuring that teacher teams meet a minimum of twice per week to examine student work and obtain information on teaching and learning as per Citywide Instructional Expectations is a priority at our school

### ***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

1. Grade level common preparation times have been established in teachers' schedules
2. Professional Learning Team (PLT) meetings scheduled each week, alternating between Literacy and Mathematics
3. Timelines and content of sessions adjusted and mapped out with teachers, the administrative team, and other support personnel, inclusive of Chancellor's Instructional Expectations
4. External literacy and mathematics consultants scheduled to aid in the facilitation of sessions

#### **2. Key personnel and other resources used to implement each strategy/activity**

1. Principal, Assistant Principals, Literacy & Mathematics Coaches, Literacy Consultant, Mathematics Consultant, Network Specialists, Teachers
2. Principal, Assistant Principals, Literacy & Mathematics Coaches, Literacy Consultant, Mathematics Consultant, Network Specialists, Teachers
3. Principal, Assistant Principals, Literacy & Mathematics Coaches, Literacy Consultant, Mathematics Consultant, Network Specialists, Teachers
4. Network Specialists, Linda Trifon: Literacy Consultant, Liz Irwin: Mathematics Consultant

#### **3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Frequent cycles of observation with immediate feedback by the administrative team, coaches, and consultants will be used to evaluate the effectiveness of common preparation times. Furthermore, formative assessments and summative assessments will be used to monitor the progress of our students and evaluate the impact common planning time has on our students' progress and performance
2. Frequent cycles of observation with immediate feedback by the administrative team, coaches, and consultants will be used to evaluate the effectiveness of PLT. Furthermore, formative assessments and summative assessments will be used to monitor the progress of our students and evaluate the impact PLT has on our students' progress and performance
3. Formative assessments and summative assessments will be used to monitor the progress of our students and evaluate the impact the adjustment and mapping out of timelines and content of sessions has on our students' progress and performance
4. Teacher feedback will be used to evaluate the effectiveness of the support provided by the external consultants. Formative assessments and summative assessments will be used to monitor the progress of our students and evaluate the impact the support the external consultants have on our students' progress and performance

#### **4. Timeline for implementation and completion including start and end dates**

1. September 2013-June 2014
2. Thursdays from 2:35 p.m. to 3:25 p.m. beginning October 2013 & ending June 2014
3. September 2013- June 2014
4. September 2013-June 2014

#### **5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Common preparation time has been scheduled to occur once a week. Title I, Title IIa, and FSF monies, in conjunction with monies awarded to the school by the IBM grant and the Carmel Hill Foundation, are used to fund both the staff's salary and the technology used to analyze data, research best practices, and create lesson plans and units of study.
2. PLT occurs on Thursdays starting at 2:35 p.m. and ending 3:25 p.m. Title I, Title IIa, and FSF monies, in conjunction with monies awarded to the school by the IBM grant and the Carmel Hill Foundation, are used to fund both the staff's salary and the technology used to analyze data, research best practices, and create lesson plans and units of study.

3. This occurs as needed when evidenced by both formative and summative data during common preparation times and PLT. Title I, Title IIa, and FSF monies, in conjunction with monies awarded to the school by the IBM grant and the Carmel Hill Foundation, are used to fund both the staff's salary and the technology used to analyze data, research best practices, and create lesson plans and units of study.
4. Common preparation times, PLT, & Individualized Classroom Support. Title I, Title IIa, and FSF monies, in conjunction with monies awarded to the school by the IBM grant and the Carmel Hill Foundation, are used to fund both the staff's salary and the technology used to analyze data, research best practices, and create lesson plans and units of study.

**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).

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 literacy achievement level;
- 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 the demands of the Common Core Learning Standards for Literacy and the Citywide Instructional Expectations;
- providing parents with bi-monthly progress report in literacy (Parent STAR Literacy Progress Report);
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- maintaining 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;
- conducting 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;
- providing 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;
- scheduling 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;
- translating all critical school documents and provide interpretation during meetings and events as needed; and conducting 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;

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>X</b>	<b>Title IIA</b>	<b>X</b>	<b>Title III</b>	<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

In collaboration with the Children's Aid Society, the PS 8 parent community and student population are provided with the following:

- An After School Extended Day Program that supports our students with academic enrichment and supplemental instructional tutoring, Homework Help, Peer Mathematics Tutoring, and English as a Second Language classes, arts, recreation, socialization, and leadership activities.
- A Preventive Services Program that provides supportive services in parenting skills, reducing the risk of child abuse, neglect and domestic violence prevention assistance.
- The SAPIS Program where the SAPIS worker provides violence and drug prevention and intervention services to the students at P.S. 8M. These prevention services include, but are not limited to: individual, group, family, and crisis counseling, classroom presentations, social skills groups, and, if necessary, referrals for professional services outside the school.
- A Family Resource Center that provides parents with assistance in job counseling, housing, legal aid, computer workshops, and family budgeting.
- An Adult Learning Program that offers workshops on ESL, family life, nutrition, EPIC (Every Person Influences Children) program, and Arts & crafts
- Early Head Start, Head Start and Pre-K services are also provided to our school community.
- A Title III Program, federally funded supplemental service is provided to our ELL population, once a week for four hours, and focuses on increasing the

participating students' English language and mathematics proficiency through small group instruction and the I-Ready online reading and mathematics program.

- A Project BOOST (Building Options and Opportunities for Students) program is funded by CEI-PEA (Center for Educational Innovation-Public Education Association). This program targets 5<sup>th</sup> grade students who have excelled academically and gives them an opportunity to develop their academic talent by providing them with enrichment activities, academic guidance, and community service experience.

### **Goal and Action Plan #5**

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**9. Strategies/activities that encompass the needs of identified subgroups**

6.

**10. Key personnel and other resources used to implement each strategy/activity**

1.

**11. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**12. Timeline for implementation and completion including start and end dates**

1.

**13. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

**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).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

## Academic Intervention Services (AIS)

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

### Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> <li>✚ Wilson</li> <li>✚ Readers' Theatre</li> <li>✚ Successful Reader (3-5)</li> <li>✚ Accelerated Reader</li> <li>✚ English in a Flash</li> <li>✚ Uptown Education Program</li> <li>✚ Waterford (K-2)</li> <li>✚ I-Ready Reading (K-5)</li> <li>✚ Shared Reading</li> <li>✚ Guided Reading</li> <li>✚ Read Alouds</li> <li>✚ Word Study</li> <li>✚ Shared Writing</li> <li>✚ Interactive Writing</li> <li>✚ Close Reading</li> </ul>	<p>Identified students in grades K-5 will receive AIS/RTI services in accordance to their needs as evidenced by assessment data results. Students identified in either the Tier II or Tier III level of intervention will be served, in <b>small groups</b>, by highly qualified teachers using both a push-in and pull-out model of instruction.</p>	<p>All efforts will be made to implement small group instruction during the literacy block for students in grades 3-5. This will support differentiated instruction for all Tier I and Tier II students. An after-school extended day program (37 and ½ Minutes) will also address the needs of at-risk and level 1 students in grades 2-5.</p>
Mathematics	<ul style="list-style-type: none"> <li>✚ I-Ready Math</li> <li>✚ Accelerated Math</li> <li>✚ Math in a Flash</li> <li>✚ STAR Math</li> </ul>	<p>Level 1 students in grades 3, 4, &amp; 5 will participate in Accelerated Math, Math Facts in a Flash, and the I-Ready Math program. All of the above mentioned programs are technology based and individualized. Special attention is given to Level 1 Math ELL students via a bilingual certified teacher. Additionally, students in grade 5 will receive small group instruction during the math block to provide Tier I in</p>	<p>One to one and small group instruction - Services are provided during the school day for 30 minutes, 3 to 5 times per week.</p>
Science	<ul style="list-style-type: none"> <li>✚ Waterford</li> <li>✚ Language Proficiency Kit</li> <li>✚ Shared Reading</li> </ul>	<p><b>Small group instruction Language Proficiency Kit-</b> A science Based Literacy Program promoting second language acquisition by developing students' reading, writing, listening</p>	<p>During the school day in whole class and small group instruction.</p>

		and speaking skills through sequentially structured activities.	
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>✚ <b>Shared Reading and close reading</b></li> </ul>	Whole group and small group instruction – 2/3 times per week	During the school day in whole class and small group instruction.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ul style="list-style-type: none"> <li>✚ <b>Individual and Small Group Counseling</b></li> <li>✚ <b>Behavior Modification Strategies</b></li> <li>✚ <b>Teaching Children Coping Mechanisms</b></li> <li>✚ <b>Play Therapy</b></li> <li>✚ <b>Games</b></li> <li>✚ <b>Dramatizations</b></li> </ul>	<p><b>Guidance counselor</b> will provide individual and small group counseling to students in grades K-5 that have been identified as having, emotional and social issues. Through play therapy, games and dramatizations, students will be able to discuss their concerns and work out their problems.</p> <p><b>The School Social Worker</b> will provide counseling services in grades K-5 to students that are demonstrating patterns of social and behavioral misconduct as well as anxiety or sadness. Working closely with the family and classroom teacher is part of the process used to support the student.</p>	Through individual and small group counseling, the students will receive a therapeutic intervention program that supports self-esteem and coping mechanisms and behavior modification strategies.

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- 9. All elements of the *All Title I Schools* section must be completed\*.
- 9. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 10. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**Strategies to attract high-quality, highly qualified teachers:**

- Hiring of teachers will be processed via the School Human Resources Committee.
- We will enlist the support of our Human Resources Liaison to fulfill all vacancies in late spring and during the summer months.
- Create a corps of support staff such as consultants, coaches, Network Specialists and administrators to support our new teachers and teachers identified as in need of professional development.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- State Calculated Measure Overview & evidence of Shifts and CCSS teaching- concrete examples of of what CCSS literacy and math look like in daily instructional planning and practice
- **Curriculum Overview and Model CCSS lesson using ReadyGen and GoMath**
- IPC, Advance, Teacher Self Evaluation, Literacy block using Ready Gen
- **K-2- Planning & Preparation- Ready Gen & Go Math**
- Planning Literacy & Math Units/Lessons using Core Curriculum
- Ongoing Literacy/Math coaching in classrooms
- Developing Teacher Team Norms and meeting focus
- K-5 classroom teachers and support personnel mapping out units 1 and 2 – Look at end of unit performance tasks: Skills and CCLS Assess in Performance Tasks – Adjust lessons according to need – Using UDL in lesson planning
- Units/Lessons using Core Curriculum, Check for rigor of tasks: Hess/Webb, Ongoing Literacy/Math coaching in classrooms D
- Danielson Framework for Teaching
- CCLS and Instructional Shifts

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The curriculum and activities for preschool students are aligned to the CCLS offering students the opportunity to learn skills that will support their transition into kindergarten. Pre-kindergarten teachers participate in vertical planning with kindergarten teachers to ensure that essential skills are taught.

### **SWP Schools Only**

#### **Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

We will coordinate efforts with our onsite Community Based Organization, the Children's Aid Society to ensure a smooth transition from pre-k to our kindergarten program. Families will be invited to attend an orientation in May to meet the kindergarten teachers and to receive information on the different types of program offered at our school. Records from the pre-k programs will be collected in June and the assistant principal in charge of the early grades will review and share pertinent information with the kindergarten team.

#### **Measures to Include Teachers in Decisions Regarding Assessments**

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

Teachers are given an opportunity in June to review and readjust our assessment plan to meet the needs of our student population. Additionally, professional development opportunities are offered during Thursdays Professional Learning Teams for teachers to analyze data and use results to adjust the curriculum.

### **TA Schools Only**

#### **Use of Program Resources**

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

N/A

#### **TA Coordination with the Regular Program**

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

N/A

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

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**Parent Involvement Policy (PIP) Template**

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

- 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>06</b>	Borough <b>Manhattan</b>	School Number <b>008</b>
School Name <b>Luis Belliard</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Rafaela Landin</b>	Assistant Principal <b>Wiley Nelson-Dinnal</b>
Coach <b>Marisol Rey</b>	Coach <b>Llecely Mendoza</b>
ESL Teacher <b>Marcia Campos</b>	Guidance Counselor <b>Zuleyka Cruz</b>
Teacher/Subject Area <b>Luis Fernandez - ESL</b>	Parent <b>Martha Rodriguez</b>
Teacher/Subject Area <b>Annette Saxton - AIS</b>	Parent Coordinator <b>Carmen Natera</b>
Related Service Provider <b>Annie Aponte- SETSS</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>6</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>7</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>2</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>3</b>	Number of special education teachers with bilingual extensions	<b>2</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>563</b>	Total number of ELLs	<b>212</b>	ELLs as share of total student population (%)	<b>37.66%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

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

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

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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	1	1	1		1	1								5
<b>Dual Language</b> (50%:50%)	1	1	1	1	1									5
<b>Freestanding ESL</b>														
SELECT ONE	1	1	1			1								4
SELECT ONE		2	2	2	2									8
<b>Total</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>22</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	212	Newcomers (ELLs receiving service 0-3 years)	185	ELL Students with Disabilities	35
SIFE	7	ELLs receiving service 4-6 years	27	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	70	6		0	0	0	0	0	0	70
Dual Language	38	0	1	1	0	0	0	0	0	39
ESL	77		26	26	1	8	0	0	0	103
Total	185	6	27	27	1	8	0	0	0	212

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	18	12	11		13	16								70
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>18</b>	<b>12</b>	<b>11</b>	<b>0</b>	<b>13</b>	<b>16</b>	<b>0</b>	<b>70</b>						

\*EP=English proficient student

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	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish	11	8	4	19	11	19	9	18	4	28									39	92
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>11</b>	<b>8</b>	<b>4</b>	<b>19</b>	<b>11</b>	<b>19</b>	<b>9</b>	<b>18</b>	<b>4</b>	<b>28</b>	<b>0</b>	<b>39</b>	<b>92</b>							

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 0      Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 1      Asian: 0      Hispanic/Latino: 91  
 Native American: 0      White (Non-Hispanic/Latino): 0      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	16	16	19	4	24	20								99
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1	1		1								3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											1
<b>TOTAL</b>	16	16	21	5	24	21	0	0	0	0	0	0	0	103

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**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)	25	5	9	4	15	15								73

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	3	7	14	2	18	5								49
Advanced (A)	17	21	20	7	9	16								90
Total	45	33	43	13	42	36	0	0	0	0	0	0	0	212

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	10	8	9	4	14	13							
	I	4	8	12	2	17	3							
	A	9	12	10	6	11	19							
	P	22	5	12	1	0	1							
READING/ WRITING	B	25	5	8	5	11	14							
	I	2	7	10	1	7	2							
	A	18	12	22	5	13	6							
	P	0	9	3	2	11	14							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	0	0	1
4	31	2	1	0	34
5	23	4	0	0	27
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	1	0	0	0	0	0	0	1
4	12	17	3	7	0	1	0	0	40
5	6	11	5	8	3	0	0	1	34
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	2	1	5	8	8	4	3	33
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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)	4	8	25	10	0	3	19	16
Chinese Reading Test								

**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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Public School 8 Manhattan uses the following assessment tools to assess the early literacy skills for our ELLs. The STAR Early Literacy (SEL) and the STAR reading assessments are given to all students (monolingual and bilingual) on a bi-monthly basis to measure their grade level reading proficiency and comprehension in English. Also, we administer in grades K-2 The Developmental Reading Assessment-2 (DRA-2) in order to gather additional data about our students' reading proficiency in the early grades. The DRA-2 is administered twice a year; Autumn and Spring. In addition, ELL students in the Transitional-Bilingual and Dual Language programs are assessed with the STAR Reading Spanish assessment. This assessment tool measures students' reading proficiency and comprehension in Spanish. Also, all Transitional-Bilingual and Dual Language students in grades K-5 are assessed in reading proficiency and comprehension with the Evaluacion de desarrollo de la lectura-2 (EDL-2)

According to the results of the assessments listed above, ELLs who are proficient in L1 are able to increase levels, in both languages, more rapidly than ELLs who are not proficient in the L1.

The data we collect from the assessments above will be used to inform teachers' instruction when planning ReadyGen or La Calle de Lectura lessons, to form small groups, and to establish close reading and interactive writing groups in both languages. Also, this data will be used by the RTI team to target and provide individual services to students. In addition, teachers and students can use the results of these assessments during conferences to formulate individual goals in reading and writing.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data patterns across proficiency levels reveal that most of our students achieve high levels of proficiency in listening and speaking and low levels in reading and writing. This pattern is consistent with the stages of second language acquisition: Pre-Production Stage (The Silent Period), Early Production, Speech Emergent Stage, Intermediate and Advanced Fluency. Furthermore, our NYSESLAT data reveals that the majority of ELLs in kindergarten and grade 1 increased at least one proficiency level or more. The majority of ELLs in grades 2 to 5 either did not show growth or regressed. This is why Public School 8 Manhattan will specifically target ELLs in grades 2-5 for the 2013-2014 Title III Program.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

These patterns across the NYSESLAT modalities affect instructional decisions. At Public school 8 Manhattan, we ensure that all teachers of ELLs plan lessons with activities that intergrate the four modalities. Other than grouping students for Close Reading groups and AIS support, we encourage all teachers to use different strategies while teaching ELLs. The following are some examples of strategies that our teachers use with our ELLs: Visual Aides/Realia, Hands-On Activities, Cognates, Modeled Spoken Language, Lesson Outlines, Skim and Scan, Summarizing, Sequencing, Labeling, Listing, Charting, Graphing, Essay writing, Pre-writing Activities, and Literacy Analysis.

As of November 12, 2013, the RNMR report has not been updated with the 2013 NYSESLAT information. Therefore, the final two parts of this question cannot be answered.

4. For each program, answer the following:
  - a. 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?

The analysis of student results and the patterns across proficiencies and grades is as follows: Most of the students in grades K (52.4%) have shown greater percentages in acquiring proficiency levels in the NYSESLAT as compared to students in grades 1-5. In addition, 82.5% of kindergarten ELLs and 70.5% of first grade ELLs showed growth of at least one proficiency level on the NYSESLAT; This is compared to 71.9% of ELLs in grades 2-5 who either showed no growth or regressed on the 2013 NYSESLAT. Based on the NYSESLAT results from previous years (The RNMR currently does not reflect the results of the 2013 NYSESLAT), this is most likely due to the fact that the NYSESLAT at these levels requires more reading and writing. Most students at these levels tend to be proficient in

the listening and the speaking parts of the test. We have found that many of the issues affecting students who are not able to reach proficiency level in these areas is not because they lack the language, but instead, they lack the academic skills in reading and writing. In other words, they are able to understand and respond to oral questions, but have difficulty reading grade leveled texts and writing down their ideas. This is similar to students who are not second language learners. In order to support students in this area we have established small Close Reading groups and we make sure that we monitor the quality of questions teachers ask the students. In addition, we encourage teachers and students to write as much as possible and to understand that writing must be developmental.

ELLs who tested in their native language on the NYS Math Test received more level 1s than those who tested in English. Conversely, ELLs who tested in Spanish and who scored at level 2, 3, and 4, fared better than the ELLs who tested in English on the NY State Math Test. The students in the transitional-bilingual class who tested in Spanish on the Math test are mainly new arrivals with little to no formal schooling.

The results of the ELLs periodic assessment is used by the School Leadership Team (SLT) and teachers to target groups or individual students who are in need of support in the different strands: speaking, listening, reading and writing. The 2013-2014 SLT used the NYSESLAT data to determine which ELLs to target for the Title III program and which strands the program needs to focus on for this year. Teachers are expected to analyze the results of each part of the assessment and use the data to generate teaching points and scaffolding activities that will help ELLs develop in those critical areas.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

Once the data is gathered and analyzed, the teachers use the information to plan and provide in-class intervention for those students in need. Students identified for Tier 1 intervention will receive small group instruction with a focus on building vocabulary and accountable talk. Formative assessments, such as, conference notes, STAR, etc, will be used to monitor students' progress. In the event a student does not show progress while receiving Tier 1 intervention, the student will then be targeted by the RTI team to receive small group, more intensive intervention (Tier 2) by a qualified AIS teacher. If the student does not show progress while receiving Tier 2 intervention, the student will then receive intensive, individualized intervention (Tier 3) by a qualified AIS teacher.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
At the beginning of the year careful consideration is given to the staffing, scheduling and allocation of time depending on the student's language proficiency in the L1 and/or L2, prior knowledge and previous educational experiences. Schedules of DL, TBE, and Self-Contained ESL classes reflect how instruction is delivered according the language proficiency of the students and the mandated minutes as per the CR Part 154. During literacy instruction, ELLs use the ReadyGen curriculum with scaffolded ESL methodologies and/or La Calle de Lectura depending on their English and their native language dominance. Through each of these programs, teachers differentiate instruction and use various strategies to reach every student. The teachers use scaffolding, when appropriate, to give each student an entry point into the lesson. Teachers also provide small group instruction based on students' needs and levels, with a focus on vocabulary and accountable talk, thus affording the students the opportunity to experiment with and develop the second language. The use of ESL strategies and methodologies, such as the use of visuals, cognates, TPR, etc, are an integral part in the teachers' instruction.
7. 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?

The 2012-2013 ELA data shows that the percentage of students in the DL program scoring at Levels 3 and 4 on the ELA test is higher as compared to native language learners. This is true for students in our DL program who enter the program in kindergarten and remain in this program until grade 5. This is contrary to students in the transitional model who enter in grades 3 -5. These students usually matriculate with little or no prior schooling. Therefore, they tend to score at Levels 1 and 2 in the ELA test. This proves that researchers are on target when they emphasize the importance of ensuring that ELLs have a strong base in the L1 in order to be able to transfer those skills to the L2. Another factor is that non-proficient students in our bilingual programs are opted out of the bilingual program once they reach third grade.

Similar to the results of the analysis of the ELA data, ELLs in our DL program are scoring at higher levels as compared to the native language students. ELLs in our Transitional Bilingual program are scoring at lower levels as compared to the native language learners.

As stated above, the majority of ELLs in our TB program lack the basic skills in L1 making it very difficult for them to score at high levels. This is true especially for the reading. In Math our ELLs score at higher levels than in reading, but not as compared to ELLs in the DL program.

All teachers use their knowledge of the structure of the ELLs Native Language (in our school, this would be primarily Spanish) to support students in achieving English proficiency. For example, teachers explicitly address certain grammatical structures that may be permissible in the students' L1, but not grammatically correct in English (i.e, double negatives). Furthermore, teachers across all grade levels and subject areas use the strategy of cognates to help students figure out the meaning of particular words that they may encounter in their reading or in a task they are completing.

In the DL program the EPs from grades K-5 are assessed in the second language with the Evaluacion del desarrollo de la lectura (EDL-2). In addition to the EDL, students in grades 3-5 are assessed with the Examen de lectura en espanol (ELE). In addition, PS8 has established Fridays as a Clinical Day. Teachers in K-5 develop short/formative assessments in every subject area during professional and common planning time. They will administer these assessments during Clinical Fridays. Teachers use the results of these assessments to plan their lessons and to generate individual goals for students.

According to the 2013 ELE results, our current DL students who tested and are EP, performed as follows:

Level 1: 0 student 0.0%  
Level 2: 3 student 7.8%  
Level 3: 19 students 50%  
Level 4: 16 students 42.1%

This data shows that 92.1% of the EP students in DL, achieved either a level 3 or level 4 on the 2013 ELE. Therefore showing that the EP students in the DL language have a high level of proficiency in the second language (Spanish).

According to the 2013 NYS ELA and NYS Math results our current EP students in the DL program performed as follows:

ELA			MATH		
Level 1	6 Students	23.1%	Level 1	4 Students	15.4%
Level 2	6 Students	23.1%	Level 2	9 Students	34.6%
Level 3	14 Students	53.8%	Level 3	6 Students	23.1%
Level 4	0 Students	0%	Level 4	7 Students	26.9%

The data for the 2013 NYS ELA and NYS Math indicates that 53.8 % of the tested (current) EP students in the DL program achieved a level 3 in the NYS ELA exam; and 50% of these same students achieved a level 3 or a level 4 on the NYS Math exam. Factoring all of the data compiled the DL program supports language proficiency and academic development not only in the L1 but in the L2 as well for most of the students.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our programs by analyzing the results of the formative and summative assessments we administer. We analyze the NYSESLAT data at the beginning of the school year to assess the success of our students in each program. In addition, we measure the amount of progress made by the ELLs at our school versus our non-ELLs. The administration uses that data to create school-wide goals for our ELLs and teachers use the data to create classroom level goals for the students.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
For the initial identification of those students whose Home Language Survey indicates that they are native language dominant and may be ELLs, we follow the steps outlined in the New York State- LEP Identification Process: Screening (Enrollment- Administer Home Language Questionnaire), Initial Assessment (Before February 1, 2014, Administer Language Assessment Battery- Revised [LAB-R]. Beginning February 1, 2014, Administer the New York State Identification Test for English Language Learners [NYSITELL]), Program Placement (Place Student in Appropriate Program) and Annual Assessment (Spring- Administer the New York State English as a Second Language Achievement Test). During registration, the Pupil Accounting Secretary and the ESL teachers ensure that parents receive a registration packet according to their native language. The registration packet includes: the Home Language Identification Survey, which is mandatory for all parents to complete. The ESL teachers (2 teachers- one ESL certified and other ESL and Bilingual certified) review the information in the HLIS and if the child qualifies, they then conduct the informal oral interview in English and in the native language. This process is completed within the first ten days after admission as per CR Part 154. Alternatively, for students who qualify for the LAB-R (Prior to February 1, 2014) or NYSITELL (Beginning on February 1, 2014), this process is completed within 10 school days of enrollment date (ATS) as per CR Part 154. The LAB-R or NYSITELL is administered by our certified ESL teachers. Once a student is identified as an ELL, they are mandated to take the NYSESLAT annually until they achieve the proficient level. All ELLs receive testing modifications for as long as they are ELLs and until they become proficient. Once they reach proficiency, they are entitled to two additional, consecutive years of the same testing modifications entitled to all ELLs.
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.  
After a child has been identified as an ELL, parents are invited to attend informational meetings and parent orientations, with translation services, if necessary, to learn about the various programs offered to our ELL population (Dual Language, Transitional Bilingual, and Self-Contained ESL). At these meetings, parents have an opportunity to view the Parents' Orientation video which details the different programs. Furthermore, parents have opportunities to set up individual meetings with administration, our Parent Coordinator, and our ESL teachers to further discuss their options in the language of their choice. The information included in the ELL Parent Information Case (EPIC) is used as a tool to conduct these meetings.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Following the informational meetings and parent orientations, parents are given the surveys and choice forms. On the choice forms, parents will indicate which program they would like their child to be placed. Entitlement letters, Parent Surveys, and the Program Selection Forms are collected by the ESL teachers and kept in a file in Room 310.
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.  
The criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs are as follows: the ESL teachers and the Parent Coordinator hold individual or group meetings to discuss their program selection and the results of the informal/formal assessments. After these meetings, students are placed according to the parents' request. Communication is done in English or Spanish, according to the parents' needs. Parents are notified of the program selected for their child within the first twenty four hours after admission.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The NYSESLAT is administered on a yearly basis to all students who are identified as English language learners until they attain the proficiency level. The RLER and RLAT reports are used to identify students who are eligible to take the NYSESLAT. The NYSESLAT is administered in the following order: Speaking, Reading, Listening, and Writing. In April, before the Speaking component of the assessment is given, the ESL teachers facilitate a training for a team of teachers who are responsible for administering the Speaking subtest in a timely manner. In May, during the administration window, the administration chooses 3 days to administer the Reading, Listening, and Writing components of the NYSESLAT.
6. 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.) 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. [i](#)

After reviewing our Parent Surveys and Program Selection Forms from the current and previous years, we have noticed that in kindergarten, parents are more likely to select placement in the Dual Language Program. Parents of grades 3-5 students who are entering the NYC public schools for the first time are placed in our Transitional Bilingual Education Program, due to the fact that many of these students come with little or no prior schooling. In this program, we are able to offer differentiated instruction to support the many academic needs presented by this population. Even though we make it known that the parents have different program choices, the survey results have indicated that the pull out/push-in ESL program is the first option most parents select.

Our parents' request for specific programs are honored by the school as much as possible. We offer various programs: Dual Language, Transitional Bilingual Education, and English as a Second Language: pull out or push-in, and ESL Self-Contained. Parents have opportunities to select and change their program selections at the beginning of each year, as well as during the year if the need arises. Once the parents are informed about the different programs at the school and select a program, we encourage them to remain with the initial program selection. In order to build further alignment between parent choice and program offerings, P.S. 8 Manhattan plans to host more informational meetings with parents, as well as ongoing parent meetings for parents of English Language Learners to foster discussion about the programs and provide a space for parents to ask questions and share suggestions.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

Instruction for our ELLs is delivered using specific strategies (Total Physical Response [TPR], visuals, etc.) that support the development of both languages. Currently, we are comprised of the following organizational models: push-in, pull-out, Integrated Collaborative Teaching (ICT), Departmentalized, and Self-Contained. Our classes are heterogeneous and travel together as a group.

Classes are organized according to the language proficiency levels as per the NYSESLAT scores and instruction is given according to the program model as per CR Part 154. This year we have established the Integrated Collaborative Teaching (ICT) model in kindergarten and grade 4. It is designed as a model of intervention service that maximizes the instructional program by empowering teachers to utilize co-teaching strategies, collaborative planning, and data analysis to meet the individual needs of all the ELLs in those grades. In addition, we have established ESL Self-Contained classes in grades 1, 2, and 5. Both models offer the opportunity to differentiate instruction according to student's needs and improve achievement gains in all subject areas.

We strongly recommend to our parents of ELL students that programs (TBE to ESL, etc.) are not changed from year to year because this can impact negatively on the student's learning and English language development. However, if a program change is deemed necessary, it is done before or at the beginning of the school year.

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)?

Teachers are organized by license area to ensure that the mandated amount of instructional minutes is provided to implement strategies, techniques and methods that support the ELL student. Listening, speaking, reading and writing skills are developed according to research-based methodologies. Careful attention to building background knowledge and skills, vocabulary in the content area and opportunities to learn the structures of the second language are emphasized in all models.

Common Branch certified teachers in our monolingual classes deliver instruction in English and the teachers use ESL methodologies to support ELLs. ESL certified teachers push into monolingual classes using a co-teaching approach, or pull out, to further support English language development for our ELL population. Teachers in the Dual language program are dual certified (bilingual and common branches) and engage in a 50/50 model of instruction in English and Spanish, supporting the development of both languages. In the Transitional Bilingual model, instruction is delivered according to the language proficiency of the students and the mandated minutes as per CR Part 154. Students at the beginning and intermediate level receive 360 minutes of English instruction per week; and students at the advanced level receive 180 minutes of ESL instruction per week. Teachers in ESL Self-Contained classes hold Common Branch licenses with an extension in ESL. They deliver instruction in English using ESL methodology. In addition, we have departmentalized instruction in 3rd and 4th grades where ELLs are immersed and instructed in two classrooms, one for Literacy and one for content areas: Math, Social Studies and Science. Students in the departmentalized model receive Literacy with embedded ESL strategies and the pull-out model by a licensed ESL teacher.

Explicit ESL, ELA and NLA instructional minutes are delivered in each program model as delineated in CR Part 154. In Self-Contained ESL classes, students receive ELA instruction during the literacy block. ESL methodologies are used to support ELL students in the classroom. In the Dual Language classes, instructional time for ELA and NLA are divided equally, 50% of the week. During ELA instruction, ESL methodology is used to support the ELLs in the classroom. In the Transitional Bilingual classes, students receive 60% NLA instruction and 40% ELA instruction with ESL methodology. This is deductive based on the changing proficiency levels of the students. In order to ensure that the mandated number of instructional minutes is provided, we use the guidelines from The Language Allocation Policy and CR Part 154. Teachers' schedules are written in color: black to

identify subjects taught in English and red to identify subjects taught in Spanish. These schedules are posted outside each classroom door and copies are kept in binders in the principal's and the assistant principals' offices.

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 foster language development and meet the demands of the Common Core Learning Standards.

All of the curriculum for our ELL students are fully aligned to the Common Core Learning Standards. In the Self-Contained ESL classes, content area instruction is delivered in English using ESL methodology. In Dual Language classes, Math instruction is delivered in both English and Spanish equally, 50% of the week. In Transitional-Bilingual classes, all content area subjects are instructed in Spanish. A summary at the lesson's end in English is provided with an emphasis on the academic vocabulary that the students learned during the lesson. In order to make content comprehensible to enrich language development, the teachers in all program models, use the following strategies: close reading, shared writing, interactive writing, guided writing, visual aids/realia, explicit content area vocabulary instruction, facial expressions and gestures, Total Physical Response (TPR), graphic organizers, read alouds, technology (internet, videos), cognates and hands-on experiences (Field Trips, experiments, projects etc.)

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

ELLs are evaluated throughout the year in their native language using the following assessments: STAR Reading Spanish, EDL-2 (DRA-2 in Spanish) and teacher made assessments. Furthermore, students in Transitional Bilingual or Dual Language classes in grades 3, 4, and 5 are administered the city-wide ELE (Examen de Lectura de Espanol) exam in Spring. In addition, these students take a translated version of their content area state assessments (NYS Math and Science) in Spanish.

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

The NYSESLAT is administered annually to all of our English language learners in order to assess their proficiency in their second language- English. Prior to the NYSESLAT, data is gathered, both during the regular school day and during the Title III Program on Saturdays on the students' progress in all four modalities. The in-school data and NYSESLAT data shows that our ELLs at the beginning level require more assistance in listening, while ELLs at the intermediate and advanced levels require more assistance in reading and writing. Using Title III monies, the school purchased the Empire State NYSESLAT Program by Continental Press. This program provides students opportunities to practice the four modalities; and, depending on the student's English language proficiency level, teachers will focus primarily on the modality the students are struggling with. Every classroom at Public School 8 Manhattan is equipped with technology (listening centers, laptops, and in most classrooms, smartboards) and materials (books on CDs, etc) for students to use to build their listening comprehension skills. In addition, the new ReadyGen program targets students' language, oral, and vocabulary development. This, in turn, will help them become better readers and writers. The four modalities are assessed daily by teachers through the ReadyGen curriculum.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- 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 former ELLs (in years 1 and 2 after testing proficient).

We differentiate the instructional plan for ELLs according to the number of years that they are enrolled in an English language schools system. ELLs are divided among the following categories: SIFE, ELLs with less than 3 years, ELLs with 4-6 years, and long-term ELLs who have 6 years or more.

Instructional Plan for SIFE: These students often have literacy and academic gaps and may not be able to read or write in their native language, understand basic concepts, content knowledge, and critical thinking skills that their non-SIFE peers will have mastered. These students receive guided math and supplemental math instruction in Spanish in order to improve basic conceptual and computational skills and practice word problem solving. In addition, these students engage in close reading and shared writing groups in their native language through Tier 1 intervention. Instruction is scaffolded for these students. Furthermore, these students are grouped for participation in the Title III Program. Their specific needs are addressed by an experienced bilingual teacher who understands the language challenges that these ELL students face.

Instructional Plan for ELLs (3 years or less): These students are predominantly in our transitional model program and receive instruction in Literacy, Math, and all content areas by a highly qualified bilingual teacher. Tier 1 and 2 intervention is given to these students by the classroom teacher and AIS. In addition, these students have an opportunity to participate in our Title III Program. Highly qualified Bilingual, General Education, and ESL teachers will be selected to provide an interactive and structured curriculum that incorporates on-going assessments and differentiated instruction. The Title III program will focus on close reading instruction. Technology (I-Ready Reading and Math) will also be used to support and supplement academic and language development.

Instructional Plan for ELLs (4-6 years): These students receive instruction in English in Literacy, Math, and all content areas through a co-teaching model, an ESL push-in model, and AIS. These students are afforded the opportunity to participate in the Title III and Extended Day program (50 minutes of additional, small group instruction on Tuesdays and Wednesdays) in order to support their academic and language development. Instruction during the school day is given through a guided approach in small groups in order to facilitate learning.

Instructional Plan for ELLs (6 or more years): These students receive an instructional program that incorporates second language methodologies for the development of content area concepts and skills in Literacy, Math, Social Studies, and Science. Highly qualified Bilingual, General Education, and ESL teachers are selected to provide an interactive and structured curriculum that incorporates on-going assessments and differentiated instruction. A differentiated instructional program that supports the development of content vocabulary and second language grammatical structures are emphasized throughout the planned curriculum. Our emphasis will be on close reading. These students will also be invited to the Title III Program.

Former ELLs (In Years 1 and 2 after Testing Proficient): Continued support will be given by a highly qualified ESL teacher who, through the use of ESL methodologies, will provide the students with an additional entry point into the lesson. All instruction given to Former ELLs will continue to focus on their oral and vocabulary development through the use of higher order questioning and accountable talk. Small group, close reading instruction will continue to be used in order to expose students' to complex texts and increase reading levels. These students will also receive modifications entitled to ELLs for the first two years after testing proficient on the NYSESLAT.

7. 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?

These students receive an instructional program that incorporates second language methodologies for the development of content area concepts and skills in Literacy, Math, Social Studies and Science. Highly qualified Special Education, Bilingual and ESL teachers are selected to provide an interactive and structured curriculum that incorporates on-going assessments and differentiated instruction. These students are provided with Tier 1 and Tier 2 intervention through a push-in or pull-out model. They utilize technology (Samson Classroom, I-Ready, Waterford, Accelerated Reader, Laptops, etc) to maximize interest and give them hands-on opportunities to interact with current trends.

The teachers in all program models where ELLs are taught, including ELL-SWDs, use the following strategies: close reading, shared writing, interactive writing, guided writing, visual aids/realia, explicit content area vocabulary instruction, facial expressions and gestures, Total Physical Response (TPR), use of graphic organizers, read alouds, technology (Internet, etc), cognates (associations), and hands-on learning activities.

By implementing the strategies listed above, we are both providing access to academic content area and accelerating English language development for our ELL-SWD students.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Teachers adjust lessons based on the needs of their students as evidenced by the data collected. Teachers of ELL-SWD students may provide these children with an entry point to the lesson by changing the way the materials and classroom activities are presented. Furthermore, teachers, in conjunction with the administration, parents, and related service providers, may elect (if the data supports this) to incorporate flexible programming into the student's IEP in order to give the child an opportunity to experience and succeed in a least restrictive environment. For example, a student in a self-contained special education classroom may receive instruction in an ICT classroom for a portion of the day. All lessons for all students are aligned to the Common Core Learning Standards with modifications for individual students in order to ensure that each student's academic needs and IEP goals are met.

**Courses Taught in Languages Other than English **

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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

9. 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.

Academic Intervention Services (AIS) are provided to assist struggling students in achieving Common Core Learning Standards in Literacy, Mathematics, and across all content areas. In addition, guidance counselors and support staff, such as SAPIS and the school psychologist are on hand to provide intensive guidance to students whose emotional, social, and personal issues are impacting their ability to succeed academically. The services offered vary in intensity depending on the needs of each individual student. All Grade 3-5 ELL students performing in Level 1 as evidenced by the 2013 NYS ELA assessment are deemed at-risk and will receive appropriately targeted services in English. These students are targeted by the school's Response to Intervention (RTI) team and receive support, such as small group instruction in literacy and math.

The school will be implementing the following Academic Intervention Services for the school year 2013-2014:

- \* Successful Reader (Grades 3-5)
- \* Waterford (Grades K-2)
- \* Orton-Gillingham
- \* Reader's Theater
- \* Foundations
- \* Wilson
- \* Focus on Fluency-Technology Program
- \* REWARDS
- \* Step Up to Writing
- \* Language Proficiency Intervention Program- Science Content
- \* Uptown Education-Technology Program

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

Public School 8 Manhattan implemented the ReadyGen reading and writing curriculum during the 2013-2014 school year. ReadyGen is aligned to the Common Core Learning Standards and the Common Core ELA Instructional Shifts. The curriculum is centered around grade-level and above grade level texts with a focus on higher order questioning, whole class conversation and discussion techniques, and building vocabulary. The ReadyGen program provides supports and scaffolds for ELLs and SWDs, thus offering these students an entry point into the lesson. Furthermore, during PLT and Grade Level Planning Time, ESL, AIS, Special Education, and Related Service providers are present to provide their expertise on how to modify lessons for our ELLs and SWDs. ReadyGen is currently meeting both the content and language development needs of our ELLs because the program exposes these students to texts that are grade level appropriate with the proper scaffolding. In addition, ReadyGen is aligned to the Science and Social Studies Scope and Sequence. Lastly, ReadyGen is supporting our ELL students language development through the teacher's reading aloud of the text with a focus on the students' oral (accountable talk) and vocabulary development.

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

During the 2013-2014 school year, we will be implementing the ReadyGen curriculum for literacy. Lessons and objectives will be modified to meet the needs of our ELL population. In addition, to support the native language development of our newcomers, our school is implementing La Calle de Lectura Spanish literacy program by Pearson in our TBE bridge classes, grades 1-2 and grades 4-5. Intervisitations of classrooms, facilitated by our literacy and mathematics coaches, will continue for new teachers and teachers who still need extra support. Literacy and Mathematics consultants will also be on hand to provide support during the implementation of both the ReadyGen program and our new mathematics program, GO Math. Also, as a school community, we will continue to focus on building our students' oral and vocabulary development through the use of higher-order questioning and accountable talk. Furthermore, close reading will be a pivotal component of our literacy program in order to increase all of our students' fluency, rigor and development of higher-order thinking skills. Lastly, Public School 8 Manhattan will be implementing the I-Ready Reading and Mathematics technology program for all students, grades K-5. This Common Core aligned, computer-based program provides individualized instruction to students in reading and math based on their needs and deficiencies.

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

This year our school will discontinue the Everyday Mathematics program. The program will be discontinued because this year

the city is implementing a new math program called Go Math.

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

ELLs are given the opportunity to participate in every program offered at Public School 8 Manhattan. The Children's Aid Society (CAS) after school program is available for all students, grades K-5. This program offers supplemental instruction in literacy, math, science, social studies, and the arts in a smaller group setting. Also, CAS offers students support in their social and emotional well-being by providing a guidance counselor on hand to address their needs in this area. A Title III Program on Saturdays will be offered to all ELLs in grades 2 through 5. This program will focus on providing close reading instruction to the students with an emphasis on higher-order thinking questions, vocabulary development, and accountable talk. Also, Empire State NYSESLAT by Continental Press will prepare students for the 2014 NYSESLAT assessment and develop the students' skills in the four modalities (speaking, listening, reading, and writing). Furthermore, the I-Ready Reading program will be used to target our ELLs specific needs in reading and thus increase their reading fluency and comprehension levels.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

During the year 2013-2014, the school will be implementing the ReadyGen literacy program. Teachers will develop objectives and modify lessons as necessary to meet the specific needs of our ELL and SWD students. Mathematics is taught using Go Math in grades K-5. The program is available in English or in Spanish, depending on the language of instruction within the classroom. Go Math includes sections labeled intervention, Enrichment, Extra Practice, and ELL Support. These sections give teachers the opportunity to provide students with different entry points into the lesson. Go Math is aligned with the Common Core Learning Standards. ESL is taught in all bilingual settings through the content area. In grades 3-5, Social Studies is taught utilizing the textbook "Social Studies New York City" by Houghton Mifflin Harcourt. The textbooks are available in both English and Spanish. However, different resources and materials are used to supplement the curriculum. These resources are, but are not limited to, books, periodicals, encyclopedias, notes, and/or action research. In grades K-2, Social Studies is taught using the textbook "Social Studies New York City" by Houghton Mifflin Harcourt. Each grade has a different theme. Science is done through hands-on experiences. Delta Science kit, aligned with a Science Scope and Sequence Map established by the NYC Department of Education, are used in all grades (K-5). In addition, all students grades K-5 are equipped with science books, articles, and resources, in both languages, if needed. Most classrooms with ELL students contain listening centers equipped with books, tapes, or CD's that support both language development and content area instruction. A listening library is established by the Grade 3-5 literacy coach, Llecely Mendoza, so that teachers of all grade levels can access the materials school-wide. Public School 8 Manhattan believes that children learn best when they have access to technology. Therefore, technology is integrated into all curricular areas through the use of in-classroom computers, a media lab in the library, mobile lap-top carts for all grades 3-5 classrooms, and a Smartboard in every classroom. Waterford Early Learning is designed to help students in the early grades (grades K-2) build a strong foundation in Reading and Math. The program is easy to navigate, provides scaffolded instruction, and contains audio and multimedia prompts which includes songs, stories and games. Waterford provides explicit instruction. At P.S. 8 Manhattan, all K-2 classes including bilingual classes, are participating in the program. In addition, all students in grades K-2 will be participating in the I-Ready Reading and Math programs. This program provides Common Core aligned, data driven, individualized instruction for all students. We will continue to use smartboards and document cameras in all classrooms, monolingual and bilingual.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Every Bilingual (Dual and Transitional) classroom is provided with instructional materials in both English and Spanish. Libraries in these classrooms are equipped with books in both English and Spanish. Teachers in transitional-bilingual classrooms are encouraged to provide students with materials and resources in both languages during instruction. In the grades 1-2 and 4-5 bridge transitional-bilingual classes, La Calle De Lectura Spanish literacy program by Pearson is being implemented to support native language literacy. In the K bilingual-transitional class and all of the dual language classes (grades K-4), the teachers utilize various resources and materials in Spanish to teach reading and writing workshop during the literacy block. For ELLs in the monolingual classrooms, teachers are provided with library books, resources, and materials in the students' native language. Leveled books are available for all teachers of ELLs in English and Spanish.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All services are grade level specific and/or support the four modalities of language acquisition. To that end, resources correspond to the ages and grade levels of all ELL students and instruction is differentiated based on the needs of the individual student.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Currently a program has not been established at our site to orient newly arrived ELLs prior to the start of the school year.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

The target language in our Dual Language Program from K-2 follows a 50-50% model. EPs and ELLs are immersed in both languages from the beginning. All of our DL students (K-4) receive two and a half days of English instruction and two and a half days of Spanish instruction weekly.

EPs and ELLs in our DL program are integrated 100% of the time. Students in K-4 remain in the classroom with their teachers and either travel or stay as a group during preps and lunch. In addition, they go up in grades as a group. Students in the Dual Language program in K move as a group to first and so on. They start as a group/class in Kindergarten and finish as a group/class in the fifth grade. This is very helpful because the parents know each other and are more willing to attend meetings and offer their support. In addition, parents help us sell the program to incoming new parents.

Students in our DL program receive instruction in English for Science and Spanish for Social Studies. All other curriculum areas are taught according to the language of the day; English or Spanish. Language in our DL program is separated for instruction during the two and a half days in English and the two and a half days in Spanish.

In our DL program emergent literacy is not taught in the native language first (sequential). Both languages are taught at the same time (simultaneous).

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

In order to support our staff in improving instructional practices that meet the needs of our ELLs as well as our wider student population, professional development opportunities are offered to all teachers and support personnel including assistant principals, bilingual coordinators, paraprofessionals, guidance counselors, special education teachers, and related service providers. Throughout the year, our staff selects and receives professional development sessions that includes, but is not limited to, the following:

\* Analysis of NYSESLAT Assessment in Grades K-5 to Plan for Instruction: On and off site opportunities are provided to teachers to review and analyze the NYSESLAT in order to determine the implications this assessment will have on their daily instruction. Furthermore, teachers are given opportunities to plan and adjust lessons based on the needs of their ELL students so that they can achieve growth on the NYSESLAT assessment. Throughout the year, the administration and coaches are present during these sessions to provide support and feedback, thus ensuring that proper modifications are being designed to address the needs of our ELL population.

\* Analysis of NYS Assessments in Grades 3-5: ELA, Math, and Science: On and off site opportunities are provided to teachers to review and analyze the Grades 3-5 NYS ELA, Mathematics, and Science (Grade 4 only) assessments in order to determine the implications these assessments will have on their daily instruction. Also, teachers are given opportunities to plan and adjust lessons based on the needs of their ELL students so that they can achieve growth on the State assessments. Throughout the year, the administration and coaches are present during these sessions to provide support and feedback, thus ensuring that proper modifications are being designed to address the needs of our ELL population.

\* Using Assessments to Differentiate and Plan Literacy and Math Instruction: During grade-level meetings and Professional Learning Teams (PLT), teachers analyze student work and formative assessments in order to inform their instruction. Special attention is given to the current and former ELL population, thus ensuring their needs are being addressed as evidenced by the data analyzed.

\* Integrating ESL Methodology into Daily Teaching and Learning: On and off-site training is provided for teachers on how to incorporate ESL methodology and strategies into their daily practice. Ongoing support is given to teachers by the administration and coaches during planning sessions [PLT and grade-level meetings], thus ensuring that the proper modifications are being designed to address the needs of our ELL population.

\* Using the Common Core Learning Standards to Plan Instruction: On-site training is given to the staff on how to effectively use the Common Core Learning Standards to plan instruction. Special attention is given to developing modifications and providing various entry points into the lessons for our ELLs, thus giving these students the opportunity to achieve grade level Standards.

\* Vocabulary Instruction in the Classroom to Build Academic Language: On and off site professional development is given to teachers on how to teach academic vocabulary to ELLs, thus increasing these students' cognitive academic language proficiency.

\* Administering and Analyzing the STAR Reading and Math Data to Plan for Instruction: Time is dedicated during grade-level meetings and PLT for teachers to analyze the STAR Reading and Math data. During these sessions, teachers use the data analysis to plan for instruction and develop modifications for all of our subgroups, including the ELLs, thus providing all students with an entry point into the lesson.

\* Accountable Talk Using Common Core Learning Standards Language: On and off site professional development sessions are given to teachers on how to effectively implement accountable talk into their lessons. These sessions address the benefits accountable talk has on ELL students' English language development.

\* Technology (I-Ready, Accelerated Reader, etc.) Integration into Daily Classroom Practice: On-site professional development sessions are given on the various computer-based programs provided to the students of P.S. 8 Manhattan. In order to maximize the programs' benefits, time will be provided for teachers to plan and make adjustments, as needed, in order to support our ELL population's English language development.

\* SIOP (Sheltered Instruction Observation Protocol): Beginning on November 6, 2013, and ongoing throughout the remainder of the 2013-2014 school year, selected teachers will receive professional development sponsored by our network, CEI-PEA, on the SIOP model. In turn, these selected teachers will turnkey the training to the rest of the staff during grade-level meetings and PLT. Administrators and coaches will support teachers in implementing this model during planning sessions.

Our guidance counselor and our on-site Community Based Organization, the Children's Aid Society and our bilingual parent coordinator ensure that our ELL students have continuity of services by seeking out appropriate middle school placement for our students. Our bilingual parent coordinator and our bilingual guidance counselor assist families with the middle school application process and provide on-going support and conduct meetings to explain middle school choice to help facilitate a smooth transition of ELLs from elementary school to middle school. Information and correspondence regarding middle school placement is available in English and Spanish.

In order to fulfill the minimum 7.5 hours of ELL training for all staff (10 hours for special education teachers), on site and off site professional development on planning effective instruction for ELLs across all subject areas are provided to all teachers during faculty conference, grade level meetings, Title III professional development sessions, Professional Learning Teams (PLT), and full-day professional development days. During these sessions, teachers are given the opportunity to analyze their ELL students' data (student work, formative assessments, etc) and create modified lessons with multiple entry points, thus affording all students access to the lesson. In addition, all teachers will receive training on the SIOP model and are expected to implement the framework into their daily instruction, thus providing their ELL students with the support they need to increase their English language proficiency. Agendas and attendance records are kept on file in the assistant principal's office in charge of bilingual programs.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Public School 8 Manhattan believes in providing every opportunity for the involvement of parents in the academic and decision making process. ELL parents have equal access to all activities that foster parental involvement including: parent workshops, presentations and meetings, classes, and election to and/or participation in the Parent Association and School Leadership Team (SLT).

We partner with the Children's Aid Society (CAS) to offer our students and school community a myriad of services, from academic/social to mental health and preventive services, to families and children. The CAS staff provides for the health needs of the school. All students identified by the supervisors, teachers, and guidance counselors as needing health support, are referred to CAS for services. In addition, CAS provides on-going support to parents requesting their services. The program is comprehensive and closely monitored by the Principal to assure that all student needs are met.

The needs of our parents are evaluated through the Parent Survey, question and answer segments at parent meetings and workshops, and through formal and informal conversations with the parent coordinator and staff members. For example, when a parent comes in to register a child, the Pupil Accounting Secretary ensures that one of our ESL teachers interviews the parents. During this interview, the parent might feel the urge to share a personal concern with the ESL teacher. The ESL teacher supports the parent by directing him or her to the correct person or agency. That person or agency conducts a more intense interview and ensures that the parent's needs are met or that the parent is directed in the right direction. A similar scenario could occur with the personnel in the main office, with classroom/out of classroom teachers, guidance, administration, etc. In addition, our bilingual SAPIS Coordinator and our bilingual guidance counselors hold individual and small group meetings with parents to educate them about topics that concern parents, such as, bullying or substance abuse and guide them to programs and/or agencies that will be able to support them. Overall, our parents feel very comfortable with our school and the support that we, as a whole, give them. This is evidenced by the data gathered from the Parent's Survey.

Below are a few of the schoolwide activities that are tailored towards parents of ELLs that will impact higher achievement for their children:

- 1) Bi-monthly Parent Newsletters written by teachers to inform parents about upcoming events and units of studies in all content areas. These newsletters are sent home in English and Spanish.
- 2) Parent Coordinator that provides information, outreach and training to parents on a weekly basis.
- 3) Adult Education classes in ESL, GED, Literacy, and parenting through the services of Children's Aid. This is a partnership that is an integral part of the school and provides a myriad of opportunities for parents.
- 4) Parent participation in the School Leadership Team' decision-making process.
- 5) Parent Teacher Conferences specific to the AIS-ELL student.
- 6) Parent participation in committees.
- 7) A Parent Liaison, funded by Title III monies, conducts training workshops monthly and provides parents of ELLs with information on how to best support their children academically, socially, and emotionally. Our

Translation Services: Careful attention is given to providing parents information in their native language. Parents at Public School 8 Manhattan are primarily dominant in Spanish. As a consequence, all notices and letters sent home are translated and sent in a bilingual format. The school office staff is proficient in both languages in order to best serve parents. In addition, a Bilingual School Aide has been assigned to the office in order to make certain that the needs of the parents are addressed immediately and that miscommunication does not occur. Formal messages sent by the Chancellor or the State that provide pertinent information for parents are translated by school personnel prior to sending.

### **E. 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 response to question 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)
Rafaela Landin	Principal		12/20/13
Wiley Nelson-Dinnal	Assistant Principal		12/20/13
Carmen Natera	Parent Coordinator		12/20/13
Marcia Campos	ESL Teacher		12/20/13
Martha Rodriguez	Parent		12/20/13
Luis Fernandez	Teacher/Subject Area		12/20/13
Annette Saxton	Teacher/Subject Area		12/20/13
Marisol Rey	Coach		12/20/13
Llecely Mendoza	Coach		12/20/13
Zuleyka Cruz	Guidance Counselor		12/20/13
	Network Leader		
Annie Aponte	Other <u>SETSS</u>		12/20/13
	Other		
	Other		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 06M008

School Name: Luis Belliard

Cluster: CFN532

Network: CEI/PE

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

### **Part A: Needs Assessment Findings**

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

In order to determine the school's written translation and interpretation needs, the School Leadership Team first determined the languages the students speak at home. According to the Home Language Survey, 94.12% of the students at the school are native Spanish speakers. 4.46% of the students are African-American and 0.71% of the students are white non-Hispanic. The remaining 0.36% of the students are Asian, specifically from Yemen.

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.

Our parents are predominantly a non-English speaking community therefore, the need for translated school materials is an essential component in establishing a successful educational partnerships. PS8 provides all communications via parent letters which are sent home in English, Spanish, Haitian Creole, and Arabic. The school works collaboratively with the Parent's Association and Parent Coordinator to organize parent workshops and meetings addressing the academic and informational needs of the school community in both Languages. School calendars, monthly newsletters, and updates for available programs are all provided to our school community in a translated format.

## Part B: Strategies and Activities

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

Our school is committed to providing our parent community with all the necessary information to ensure a successful partnership focused on the accomplishments of higher academic standards. To this end, we provide all school related communications in both English and Spanish. We encourage participation in all school related activities with the assistance of the parent coordinator and in collaboration with the Parents' Association. The success of our efforts is evident among the increase of attendance on Parent Teacher Conferences, parent workshops, parent volunteers, and participation on the School Environment Survey.

Our school utilizes in-house personnel (family worker, parent coordinator and coaches) to provide written translations for parents and community members. Written translation services within our school are scheduled from the commencement of the school year with the inception of parent orientations and informational academic calendars. To ensure that all appropriate areas are addressed we offer parent workshops. In collaboration with the School Leadership Team, Parent Association, Parent Coordinator and Academic Intervention Liaison, translated announcements and home letters are distributed to the entire school population.

All documents distributed to the parents in Spanish are translated by staff members and some already come translated from the DOE. Documents such as the Discipline Code are distributed to parents in English, Spanish, Haitian Creole and Arabic. Since no staff member at the school is fluent in Arabic, all documents distributed to our Arabic community is sent to the Translation-Interpretation Unit as needed.

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.

The oral interpretation services are provided by our in-house personnel. Our school staff is fluent in Spanish and serves as excellent resources at our parent workshops and meetings. School funds are used to create per-session stipends for paraprofessionals, school aides and family workers to provide translation services in fall and spring Parent Teacher Conferences. Our parents are also encouraged to rely on relatives or school personnel for translation services if they choose. Ms. Marcia Campos and Mr. L. Fernandez, ESL teachers, are both bilingual and serve as translators for our Spanish speaking families. Additionally, we have two assistant teachers that speak Arabic and often assist in translating for our Arabic families.

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>.

The Chancellor's Regulations will be fulfilled to increase parent participation and involvement by incorporating the translation requirements in every component of the school communication process. All school communications sent home will be translated into Spanish using the expertise of our school personnel and the services of the Translation Unit will be utilized to translate documents into Haitian and Arabic. All essential school documentation in need of explanation not provided in Spanish will be facilitated via parent meetings with oral Spanish translators. Parents who wish clarification on school issues are able to call the school office and are addressed by Spanish speaking staff members. Our administrative and teaching staff are bilingual and able to assist parents with questions and concerns.

Signs informing parents of Chancellor's Regulations A-663 are posted in the main entrance, in the main office, and throughout the school building. Additionally, signs are posted throughout the school in different languages (Spanish, English, Arabic and Haitian) indicating the availability of interpretation services.

## 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: Public School 8 Manhattan	DBN: 06008M
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: 100
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 7
# of certified ESL/Bilingual teachers: 4
# of content area teachers: 3

## 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: An analysis of the 2011-2012 Spring NYSESLAT and NYS ELA data indicated that a more rigorous approach to achieving English language proficiency was needed. To that end, we coordinated an instructional program grounded in the Citywide Instructional Expectations and Common Core State Learning Standards with close attention to those strategies that would best support our ELLs in the acquisition of second language proficiency.

Our program will serve our ELLs in grades K-5: 235 of our 588 students or approximately 39.6%. These students are primarily Hispanic, comprised of newly arrived students, students with disabilities, and students with interrupted formal education (SIFE). Presently, we have nine (9) bilingual classes from grades K-5, six (6) of which are self contained dual language classes in grades K-5 and three (3) of which are bilingual transitional classes (K/1, 3, 4/5). Students in the bilingual transitional model are being prepared for English language proficiency and ultimately placement into monolingual classes. This school year, we have approximately one hundred (100) ESL students who have been opted out of the bilingual program. Two (2) licensed ESL teachers provide push-in/pull-out services to these students. In addition, we have three (3) ESL self contained classes in grades K, 1, and 2.

In order to support our ELLs in the acquisition of English language proficiency, our Title III Program will provide the following:

\* K-2: will be instructed in English during our instructional day with 30 minutes of supplemental test preparation materials. We will use part of our Title III funds to purchase Empire State NYSESLAT Test Preparation materials by Continental Press. This is the only material we will purchase for our English language learners in grades K-2 using Title III funds.

\* 3-5: will receive supplemental instruction in shared reading and NYSESLAT Test Prep on Saturdays from 9:00 a.m. to 1:00 p.m. starting December 15, 2012 and ending May 11, 2013. We will use shared reading sets by Rourke Classroom Resources, Empire State NYSESLAT Test Prep by Continental Press, and the I-Ready Program, a computer-based, CCLS aligned, ELA and math instructional program that automatically creates and delivers individualized, explicit instruction for every student.

The Title III program will also support newly arrived and SIFE students by providing them shared reading and mathematics instruction in their native language (Spanish).

The program will have 7 teachers. Priority in hiring will be given to certified ESL and bilingual teachers. However, if we cannot find the needed number of qualified ESL or bilingual teachers, non-ESL and non-bilingual teachers will be hired. These teachers will participate in a co-teaching model of instruction with a certified ESL and/or bilingual teacher. Additionally, all non-ESL and non-bilingual teachers will co-plan with a licensed ESL and/or bilingual teacher and participate in professional development sessions facilitated by qualified ESL and/or bilingual teachers.

## Part B: Direct Instruction Supplemental Program Information

## 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:

After reviewing the observational data gathered during informal walkthroughs of our bilingual program throughout the 2011-2012 school year, it was determined that there was an impending need for high quality professional development with a focus on analyzing data to inform and drive instruction for our ELLs (ongoing during grade meetings and common planning meetings every Thursday from September 2012-June 2013). Also, it was determined that time for teachers to plan tiered lessons and differentiate instruction to meet the needs of the ELL population was needed (July 2012 and ongoing during grade meetings and common planning meetings every Thursday from September 2012-June 2013).

Throughout the school year, all teachers, including ESL and bilingual certified, select and receive professional development based on individual needs and interests. These professional development sessions have been scheduled on full professional development days and during an SBO-voted common planning time every Thursday from 2:35-3:25. These sessions are facilitated by the P.S. 8 administration, the literacy and math coaches, the ESL/bilingual staff, ELL and literacy specialists from our CFN 104 Network, and our math consultant from AUSSIE.

Furthermore, one 3 hour professional development session will be provided for the teachers participating in the Title III Saturday Program. During this professional development session, teachers will review effective research-based strategies that will support ELLs second language development and analyze their students' 2012 NYSESLAT data results. In addition, three one hour professional development sessions will occur throughout the duration of the Title III Saturday Program that will focus on analyzing the data gathered primarily from the I-Ready diagnostic assessment and teacher observations.

## Part D: Parental Engagement Activities

## 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: Many of our parents are non-English speakers and need assistance in: a) learning English, b) communicating with school personnel and the community at large and c) assisting their children with homework and activities. To that end, we strive to create a bridge between the school and home where parents are immersed in an environment that reinforces English language through conversations and hands-on activities.

The proposed Title III Saturday Program will establish a Parent Support Group using Title III funds. The Parent Support Group will meet once a month for five months. Each session will be for three hours for a total of 15 hours. The main purpose of the Parent Support Group will be to help parents of newly arrived students transition smoothly. The Parent Liaison will offer specific suggestions to parents on how to support their children academically, socially, and emotionally. The Parent Liaison will give information that will be oriented towards learning life skills that will enable parents and students to develop positive social behavior and a healthy self-esteem. Practical information and advice will be provided to improve the quality of life for each member of the group and their families.

Below are a few of the schoolwide activities that are geared towards parents of ELLs that will impact higher achievement for their children:

- 1) Monthly parent newsletters written to inform parents about upcoming events and units of studies in all content areas. These newsletters are sent home in English and Spanish.
- 2) Parent Coordinator that provides information, outreach, and training to parents on a monthly basis.
- 3) Adult education classes in ESL and GED test prep and workshops on how to support their children in school provided by the Children's Aid Society. This is a partnership that is an integral part of the school and provides a myriad of opportunities for parents.
- 4) Parent participation in the School Leadership Team's decision-making process.
- 5) Parent-Teacher Conferences specific to the RTI/AIS-ELL students.
- 6) Parent participation in committees.
- 7) Training workshops take place monthly and provide parents with information on policies, regulations, and procedures as well as academic and promotional criteria. Through an assessment survey, additional workshops are presented to address the specific needs of the parents. All training is presented in a bilingual format.

Parents will be notified about the activities listed above through a flyer sent home with the students.

**Part E: Budget**

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

Allocation Amount: \$

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