



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: LUIS MUNOZ RIVERA
DBN (i.e. 01M001): 04/M/083
Principal: FRANCES CASTILLO
Principal Email: FCASTIL@SCHOOLS.NYC.GOV
Superintendent: ALEXANDRA ESTRELLA
Network Leader: LUCIUS YOUNG

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
Frances Castillo	*Principal or Designee	
Susan Kowal	*UFT Chapter Leader or Designee	
Selina Melendez	*PA/PTA President or Designated Co-President	
Carmen Roque	DC 37 Representative, if applicable	
Not applicable	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Not applicable	CBO Representative, if applicable	
Hazel Cruz	Member/ Assistant Principal	
Heather Alonso	Member/ Teacher	
Rachel Hershkowitz	Member/ Teacher	
Yolanda Ruiz	Member/ Parent	
Di Marie Michel	Member/ Parent	
Jane Marcinkiewicz	Member/ Parent	
Carolyn Williams	Member/	
	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

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

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.

By Spring of 2014, 25% of professional development will be devoted to improving teachers' ability to raise the level of questioning to encourage higher order thinking, utilizing Hess' Cognitive Rigor Matrix as measured by the Danielson Teacher Effectiveness Rubric.

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.

As per our NYS ELA and Math data in grades 4 and 5 there was a performance decline of students scoring at level 3 or 4 of 30.2% in ELA and 35.8% in math . In grades 1and 2 our Fountas and Pinnell baseline assessment indicates 3% of students are 2 or more levels below grade level.

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

- Administration will conduct observational walkthroughs, formal and informal observations and on-going instructional/professional conversations (feedback/reflections) based on the Danielson's Framework to assess and support high-level rigorous/effective student and teacher performances.
- Collaborative Baseline performance tasks as well as end of unit tasks will be developed by administration, teachers, and support staff. And
- Formative and summative student assessments will be monitored, analyzed and synthesized to provide disaggregated data in order to inform effective differentiated instruction, engage student, and support effective student and teacher performances.
- On-going professional development will provided by CFN, administrators, staff, and consultants via book talks, workshops, inquiry teams, and ARIS Learning to highlight Danielson's Framework proficiencies on Component 3B: Using effective questioning and discussion techniques and Component 3C: Engaging students in teaching and learning.
- Teachers will attend professional development provided by our School Wide Committee on areas of needs based on teacher need as identified by informal and informal observations and teacher request.
- Weekly grade meetings and monthly staff conferences will be facilitated by administrators, staff, and consultants with agendas focusing on higher order thinking strategies and problem solving , using effective grouping, rigorous student engagement to promote enthusiasm as well as support student's needs.
- Co-selected inter-visitations will be determined by both administrators and teachers in order to provide support in areas of needs, interests, best practices, and noted trends.
- Inter and Intra classroom visitations will enhance instructional professional growth, conversations, pedagogical performances, and a seamless alignment of instruction across the grades.
- Student work will be continuously analyzed and synthesized using rubrics developed and enhanced via professional conversations at meetings, post conferences and study groups.
- Student data will be culled regularly to provide feedback for grade level and PD sessions, differentiated instruction/grouping and enrichment and intervention opportunities.

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

- Professional Development Team
- Consultants
- Administration
- Grade Leaders
- Per Session Funding
- Department of Education Teacher Effectiveness Talent Coach
- CFN 408
- LEAP intern

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

- Student in grades K-5

- Pedagogues

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

- September 2013 – June 2014

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

- Common grade meetings once a week
- Faculty Conferences once a month
- Per Session After School
- Learning Lunch
- Pre-arranged scheduling with buddy school for inter-visitations

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).

- Learning Leader training, beginning in January of 2013, provides volunteer parents with strategies to enable them to support students success during the school day and at home
- Parent workshops provided on New York State Core Curriculum twice yearly
- Staff SLT member present to parents 1x per month on curriculum initiatives and progress towards meeting school goals
- Award assemblies three times a year to highlight students' achievement
- My On Reading websites where students and parents can log on for extra reading resource
- Parents receive passwords and log-in names for their students to log on to ARIS
- Student work displayed in both Literacy and Math.
- Read-Aloud workshop provided by on-site staff developer to support higher order question and support of wide reading at home

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	X	Title IA	X	Title IIA		Title III		Set Aside		Grants
---	----------	---	----------	---	-----------	--	-----------	--	-----------	--	--------

List any additional fund sources your school is using to support the instructional goal below.

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.

By June 2014, 90% of teachers will be proficient with the Danielson Teacher Effectiveness Evaluation System as measured by formal and informal observations, artifacts being submitted, initial conferences post conferences and follow up written feedback.

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.

- Our Special Education population has increased resulting in two self-contained classes and one CTT class and two other classes that have CTT students but not enough to warrant for a CTT class thus requiring teachers to participate in on going professional development to enhance their professional growth in addressing the needs of special education students
- With the new Department of Education expectations there is a need to close the gap in student achievement and prepare all our students inclusive of our ELL students and SWD for college preparedness and readiness. Through self-reflection and goal setting teachers will further develop their instructional practices to enhance student achievement/progress

- With the city wide instructional shifts there is a need to ensure these shifts are being aligned to common core standards and scaffolds are being provided within our school wide curriculum.
- Provide teachers with differentiated professional development to aide them in their professional growth
- Have ongoing conversations with teachers on instructional practices as observed during informal and formal observations

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.

Strategies/activities that encompass the needs of identified subgroups

- Professional development focusing on Danielson rubric
- Aris Learn teacher support
- Close examination of Charlotte Danielson's *The Handbook for Enhancing Professional Practice Using the Framework for Teaching in Your School*
- Intervisitations and intravisitations
- Teachers identifying their personal goals as well as goals identified collaboratively with administration
- Initial planning conferences, mid-year conferences and end of year conferences

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

- Administration
- UFT professional development
- CFN 408 support sta
- Teachscape
- Dept of Education Talent Coach

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

- Formal observation ratings
- Informal observation ratings
- Artifacts ratings
- All classroom teachers K-5 end of the year rating
- Support Staff end of the year rating
- Student Progress
- State exams

Timeline for implementation and completion including start and end dates

- August 2013 – June 2014

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

- Common grade meetings
- One on one conferences
- CFN 408 professional development
- Dept of Education Talent Coach
- Summer professional development

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).

- Curriculum Night
- Monthly Progress Reports for At Risk students and three times a year for students meeting benchmarks
- PARENT TEACHER CONFERENCES TWICE A YEAR

- ELA (Ready Gen) AND Mathematics (Go Math) WORKSHOPS informing parents of the structure and expectations with the programs

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

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.

By June 2014, student performance and progress on the ELA and Math State exam will increase by 2% as compared to student performance in Spring 2013.

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.

- As per our NYS ELA and Math data although there was an increase in progress performance of 74% in ELA and 62% in mathematics in grades 4 and 5, there was performance decline of students scoring at level 3 or 4 of 30.2% in ELA and 35.8% in math . Students with Special needs in self-contained settings had 0% performance in ELA and 8.3% performance in mathematics.

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.

• Strategies/activities that encompass the needs of identified subgroups

- Teachers will be provided with a wide repertoire of strategies allowing for choices and options according to the needs of each child.
- The Danielson Instructional framework will be utilized to guide teachers' efforts to address all students' needs using flexible supports
- Accommodate consistency and coordination by making sure that each tier of RTI builds on and enhances the next
- RTI team will meet weekly to discuss student referrals, identify a problem and devise interventions accordingly.
- Increase collaboration and professional dialogue between and among classroom teachers and intervention teachers by inviting classroom teachers to meetings
- Ongoing monitoring of interventions midway and end of intervention cycle (every 3 weeks)
RTI team in collaboration with the classroom teacher and intervention providers will analyze the success of the plan and establish new goals for students
- Participation at professional development sessions provided by Department of Education - Ready Gen and Go Math – New Curriculum
- Provide an after school and Saturday Academy for students performing at a level 2 or below
- Learning Lunch provided by in house professional development team on areas identified as a need – questioning, Ready Gen, Go Math, Vocabulary
- Attendance at professional development sessions re: questioning
- Common Grade meeting focusing on looking at student work
- In school instructional RTI blocks for students in grades 4th and 5th that received a level 1 on the ELA state exam. Instruction for these groups is solely based on data acquired from ARIS
-

• Key personnel and other resources used to implement each strategy/activity

- Classroom Teachers
- Support Teachers
- Administration
- Professional Development Team
- RTI Team
- CFN 408 Professional Development opportunities in literacy, math, and English Language Learners

<ul style="list-style-type: none"> • Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ul style="list-style-type: none"> • NYS ELA and Math exams • End of Unit Performance Based Assessments ELA and Math • F & P Baseline Assessments • Informal observations • ELA and Math Predictives • Monitoring data 3rd week and 6th week intervals
<ul style="list-style-type: none"> • Timeline for implementation and completion including start and end dates
<ul style="list-style-type: none"> • September 2013 thru June 2014
<ul style="list-style-type: none"> • Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ul style="list-style-type: none"> • Common Grade Meetings • Extended 37 1/2 minute RTI program • Weekly RTI meetings • Faculty Conference questioning PD's • Learning Lunch

Strategies to Increase Parental Involvement

<p>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).</p>
<ul style="list-style-type: none"> • Parent notification informing them of RTI services and discontinuation • Parent workshops to provide strategies they can implement at home for additional support <u>and inform parents of what RTI is and the structures within our school</u> • Parent phone calls/meetings to address teacher concerns and possible next steps before submitting a referral form • Progress reports will be sent home on a monthly basis for at risk students

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

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.
By June 2014, there will be a decline of 3 % of students being referred to detention by adopting and executing a social emotional program that fosters a culture that acknowledges the social and emotional well-being of every child inclusive of students with special needs elevating student academic success as measured by progress performance on local and state exams and attitude towards learning,

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.
Over the course of the past three years our Special Education population has increased by 5%. This has led to a 3% increase in detention referrals. In analyzing our current intervention and support systems to address the social and emotional needs of students, the data showed that the increase in detention referral was due in part to the loss of our dean's position due to budgetary constraints. In reviewing the school wide data, the analysis revealed that most incidents inside and outside of the classrooms involved students with disabilities. It is evident that activities, resources and support must be provided to support the growing emotional and social needs of all students, and specially our SWD population.

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.

• **Strategies/activities that encompass the needs of identified subgroups**

- Our school guidance counselor with the support of a 5th grade teacher will lead components of PBIS to lead support groups addressing strategies to support the needs of identified students
- City Year Volunteers will lead a 50 Acts of Kindness group supporting the six pillars of character.
- Our 5th grade teacher will lead our Peace Warriors which will be trained to support peer mediation
- City Year and the school guidance counselor will utilize the “Mind Up” program as a resource
- Every grade will conduct a 5 to 10 minute morning meeting reinforcing positive behaviors and the pillars of good character.
- Spirit Assemblies will be held once every two months highlighting the pillar for the month with skits performed by students and City Year volunteers.
- Two bulletin boards (one for Character Counts and one for student of the month) on the main floor will highlight students selected by classmates following specified criteria.
- RTI Team will support the social emotional component during weekly meetings and as per student recommendation.
- Classroom teachers will follow through with behavior management plans for identified students
- Selected students will participate in Fun Friday activities once a month as a positive reinforcement system

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

- School Guidance Counselor and 5th grade teacher
- City Year Volunteers
- 5th grade teacher
- City Year and School Guidance Counselor and the Mind Up Program
- Classroom Teachers
- Administration and City Year
- Assistant Principal
- RTI Team
- Classroom teachers
- City Year, Administration, volunteer teachers

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

- Referrals logs to detention
- RTI social emotional recommendations
- Guidance Counselor notes
- Student behavior plans
- Attendance at PBIS professional development CFN

• **Timeline for implementation and completion including start and end dates**

1. . September 2013 to June 2014

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

- Guidance Counselor and RTI team work closely to develop and implement strategies to promote the social emotional development for targeted students.
- Guidance Counselor will meet with referred students for 25 minutes during lunch
- Every Classroom will have a system for monitoring behavior and will conduct a 10 to 15 minute morning meeting to discuss and reinforce the 6 pillars of character through experiential learning (role play, videos, etc..)
- A school wide system will be implemented for referring students and for student recognition Character Counts and Student of the Month.
- Principal’s book of the month will highlight the pillars and students will have to respond to the book of the month highlighting their work on the Principal’s book of the month bulletin board money to purchase books will come from

- City Year Team implements the 50 ACTS of Kindness during the first block in the morning twice a week

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).

- Conflict mediation workshop for parents
- Reflection forms are sent home for parents to read, sign and return
- Parent/teacher Meetings
- Spirit Assemblies
- Award Assemblies
- Parent Teacher conferences
- PTA meetings
- SLT meetings

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	x	Title IA		Title IIA		Title III		Set Aside		Grants
---	----------	---	----------	--	-----------	--	-----------	--	-----------	--	--------

List any additional fund sources your school is using to support the instructional goal below.

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.

By June 2014, 20% of students will receive Tier 2 intervention as per the RTI model, three days a week, to address students' performing below grade level by implementing strategies/programs geared towards students specific needs.

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.

As per our Fountas and Pinnel baseline assessment data there is a need to address students who are performing two levels below grade level reading benchmark. In addition, as per the beginning of the year math assessments there is also a need to focus on basic math fundamentals. There is a need to emphasize basic pre-reading strategies and phonemic awareness/word work skills.

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.

- **Strategies/activities that encompass the needs of identified subgroups**

- Grouping of students according to need vs. age and grade
- Assigning teachers according to their area of strength/expertise

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

- All pedagogical staff and paraprofessionals
- Administration
- Special Education Reform Professional Development/Meetings
- CFN 408 achievement coach
- Grade Leaders
- Learning Leaders
- City year
- Student teachers

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

- Pre assessment
- Mid cycle 3 week assessment
- End of 6 week cycle assessment
- Teacher feedback
- RTI forms as per RTI manual
- Decrease of number of students needing RTI services

• **Timeline for implementation and completion including start and end dates**

- September 2013 to June 2014

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

- SBO requesting change of school hours
- City Year
- RTI referral forms
- RTI feedback forms

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).

- Parent monthly progress reports
- Parent teacher conferences
- PTA meetings informing parents of program, expectations and process
- Learning Leaders

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	Title III	Set Aside	Grants
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	107	Small group	During and after school RTI Program
Mathematics	23	Small group	During and after school
Science	0	na	na
Social Studies	0	na	na
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	2 - 1 speech, 1 guidance counselor	One to one	During school day

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

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

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.
Mentors are assigned to support new teachers to the system-wide approaches to workshop model for English Language Arts and Mathematics and implementation strategies for curriculum, instruction and assessment. Team Leaders provide support for new teachers with regard to grade level initiatives, collaborative inquiry, data analysis and curriculum maps. Administrative staff provides support and resources to assist new and veteran teachers with implementation of Danielson 'Framework for Effective Teaching' and Instructional Expectations for 2012-2013 from the Department of Education. Children First Network consultants support newly hired and veteran teachers with implementation of rigorous curriculum through professional development including Depth of Knowledge (DOK) and differentiated instructional strategies. Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified classroom teachers and specialists. Administrative staff works closely with Children First Network 408 Human Resources to ensure that all staff members meet required documentation and assessment deadlines.

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).
Our school is a participant in the School Based Option Transfer and Staffing Plan. A committee comprised of administration, teaching staff and a representative of our parent body interviews candidates for prospective openings. Only candidates that possess the necessary skills and experience will be warranted an interview. In addition, the candidate must spend time at the school as well as conduct a demonstration lesson. A candidate is offered a position at Public School 83 only after meeting the necessary criteria established by the committee. New teachers participate in ongoing training offered by the Department of Education and the UFT Teacher Centers. New teachers are provided with teacher mentors, which are provided through the collaboration between the Department of Education and the United Federation of Teachers, or Hunter College. Furthermore, new teachers are also paired with lead teachers within the school to see best practices and to work collaboratively at planning lessons. The literacy and math coaches are also given additional time to support novice teachers

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Public School 83 houses the Mt. Sinai Program, which is jointly funded by the State Health Education Department and Mt. Sinai Hospital. The program provides enrolled students with health related services such as physicals, annual check-ups, immunization, dental and social work services. We also house the City Year which provides intervention during the day as well as an after school program that supports homework help, recreational activities as well as social and emotional component

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.).
Collaborations have been established with neighborhood pre-school programs where their teachers visit our school to observe our daily teaching practices. The administration and the teaching staff visit these programs to provide information to the parents about the school. Parents are given tours of the school and are provided with a profile of the school curriculum and programs.
During the Spring term of each school year, a Kindergarten registration is held at Public School 83. The registration is

announced in the school calendar, and notices are sent home with all current students. On registration day students are assessed using the basic entrance exam, they are given a tour of the school, and are allowed to sit in a kindergarten classroom. Kindergarten teachers are available to answer any questions or concerns. Parents are also given a Kindergarten handbook and a list of suggested extra curricular activities.

Kindergarten students and parents are also invited to an Open House before the beginning of classes in September. During this time, they are introduced to their child's classroom teachers and teachers review expectations and needed supplies with the parents. Kindergarten teachers also send home weekly notices to parents detailing units of study and how they can help their child at home.

The school offers support to assist parents in making the transition from a pre-school setting into an elementary school setting. The parent coordinator is available to assist parents in this endeavor. Parents are given a tour of the school, given a profile of the school to inform them of the school curriculum and programs. Students entering kindergarten are screened to determine which class would be appropriate for them. After the assessment the evaluator and/or administrator meets with the parent to review the results of the assessment. Suggestions in terms of needed support and/or recommendations are provided during this meeting. Parents are provided an informational packet listing needed supplies for the new school year

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.

On a weekly basis, teachers are given the opportunity to meet within grade levels for a two-period block of time. At this time, teachers engage in discussion regarding intervention practices, data analysis, Literacy and Math Assessments and other practices being utilized in the school community. On a monthly basis, teachers are required to administer teacher-made monthly assessments in all subject areas. These monthly assessments are planned collaboratively within each grade. Ongoing dialogue is maintained among teachers and the administration which steers the decision-making process regarding assessments.

TA Schools Only

Use of Program Resources

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

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).

**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.

Parent Involvement Policy (PIP) Template

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

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

Public School 83 Parent Involvement Policy

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

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

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

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

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

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

At the end of the school year in June parents and students have an opportunity to meet their new teacher for the upcoming school year. Teachers share their expectations and a brief overview of the year's curriculum. In addition, summer homework packets and list of needed materials are given to the parents.

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

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

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

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

Description of How School will Implement Required Parental Involvement Policy Components

1. Public School 83 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
 - Starting in August, schedule dates for all PTA Executive Board Meetings
 - Starting in August, schedule dates for all School Leadership Team Meetings
 - The school will help the PTA and SLT to collect data that will assist in the development of the plan.
 - The school will work with the Parent Executive Board and the School Leadership Team in the planning and reviewing of the Parent Involvement Plan
 - Reading Specialists
 - Math AIS Teacher
 - IEP/Reading Recovery Teacher
 - ESL Teacher

- Title 1 Teacher
- Special Education Teacher
- Support Teachers : Speech, Physical Therapist, Occupational Therapist, Guidance Counselor
- Classroom Teachers

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

2a. Describe how the evaluation will be conducted:

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

- The parents will be responsible for assisting in analyzing the data and providing feedback as to how

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

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

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

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

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

Providing workshops on all the components of balanced literacy

- Establishing a Parent Book Club to discuss and review children's literature
- Conducting visits to the New York City Public Library
- Continuing the ESL program for limited English proficient parents
- Inviting parents to become Class Parents

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

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

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

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

3. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school

system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

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

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by PTA & SLT. This policy was adopted by the Public School 83 on June 12, 2008 and will be in effect for the period of 2013-2014. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 2013.

Public School 83, and the parents of students participating in activities, services and programs funded by SWP Title I, agree that this compact outlines how the parents, the entire school staff, and the students share the responsibility for improved student academic achievement. Via a sound educational program coupled with high expectations it is our mission to provide opportunities for each individual to develop emotionally, physically, socially, and intellectually at his/her own developmental level, free from fear of making mistakes. Our goal is to work collaboratively with parents to support them in meeting the needs of their children in meeting the NYS benchmarks. This school-parent compact is in effect during school year 2013-2014.

Required School-Parent Compact Provisions

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

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

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

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

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

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

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

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

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

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

- Parents will be invited to conduct a monthly Read Aloud in their child's classroom
- Parent trips will be offered to cultural institutions
- Parents will be offered literacy and math workshops
- Parents will be invited to Health related Workshops
- Parents will be invited to assist and attend student performances, school assemblies, annual Carnival and Multi-Cultural Festival
- Parents will be invited to chaperone trips
- Parent will be invited to become "class parents"
- Parents will be invited to chaperone during trips

DATE

DATE

DATE

1.

**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 04	Borough Manhattan	School Number 083
School Name Luis Munoz Rivera		

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 Frances Castillo	Assistant Principal Hazel Cruz
Coach n/a	Coach n/a
ESL Teacher Gina Paoli	Guidance Counselor Dan Forreiro
Teacher/Subject Area Maria Merchand/5th Grade	Parent type here
Teacher/Subject Area Evelyn Zapata/1st Grade	Parent Coordinator Luis Gandia
Related Service Provider Suzanne Bent	Other Norma Aponte/Kindergarten
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	440	Total number of ELLs	46	ELLs as share of total student population (%)	10.45%
--	------------	----------------------	-----------	---	---------------

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE	9	13	9	5	4	5								45
SELECT ONE														0
Total	9	13	9	5	4	5	0	45						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	38	ELL Students with Disabilities	7
SIFE	0	ELLs receiving service 4-6 years	7	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										0
Dual Language										0
ESL	38		6	7		1	0			45
Total	38	0	6	7	0	1	0	0	0	45

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
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
TOTAL	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):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	9	7	3	4	2								30
Chinese	1	2		1										4
Russian														0
Bengali		1												1
Urdu			1											1
Arabic	1	1	1	1										4
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	0				2								4
TOTAL	9	13	9	5	4	5	0	0	0	0	0	0	0	45

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)	3	1	3	1										8

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)	1	3	1	1										6
Advanced (A)	5	9	5	3	4	5								31
Total	9	13	9	5	4	5	0	0	0	0	0	0	0	45

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	2			4
4	3	0	1		4
5					0
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	2		1		1				4
4	1		2		1				4
5									0
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					4				4
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)								
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.

At Public School 83 the students are assessed using the Fountas and Pinnell Benchmark Assessment System. All students are assessed in English. The data informs us that for new incoming Kindergarten students and first grade students we need to continue working on securing basic sight words, letter recognition and letter/sound correspondence. The data also shows that as the students progress from one grade to the next what inhibits their ability to attain grade level benchmarks is their lack of these basic fundamentals. The data also indicates that for students in the lower elementary grades (grades 1 and 2) the students are deficient in cross checking using all three cueing systems as a result of their lack of knowledge about the language syntax and their inability to use vocabulary to utilize meaning cues. As we progress into the upper grades 3rd-5th these lower grade deficiencies are manifesting into ELL students dropping off endings, conjugating verbs and the superlatives. As a result, these deficiencies are resulting in a decrease in accuracy rate which inhibits them from achieving grade level benchmarks and attaining true comprehension. Currently, in Kindergarten out of 9 ELL students all are pre-emergent. In first grade out of 15 students 3 students are meeting the benchmark of level c and the remaining 12 are one to two levels below. In second grade out of 10 ELL students 1 student is meeting the benchmark of level I and the remaining 9 are one two levels below. In third grade out of 4 ELL students 1 student is meeting the benchmark of level N and the remaining 3 are one level below and 1 student classified as SWD is at a pre-emergent level. In fourth grade out of 4 students 1 student is meeting the benchmark of a level P the remaining three are two levels below. In the fifth grade out of 5 students 3 students are meeting the benchmark of level S and the remaining two are two to four levels below.

This data will assist us in differentiating instruction where tier I RTI services could begin in the classroom focusing on the identified areas of need. An individualized plan of action will be created to support these students as recommendations are being made for additional AIS and remedial programs ie: After School and the 32.5 minutes extended day program.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The NYSESLAT and LAB-R data reveals to us that in Kindergarten only 2 students are at the beginner level, 1 at the intermediate level and 5 are at the advanced level. In first grade the bulk of our students are at the advanced level (10 students), 4 students are at the intermediate level and only 1 student is at the beginner level. In second grade 3 students are at the intermediate level and 6 are at the advanced level. Third grade has only 1 student at the beginner level and 3 at the advanced level. Third grade has no students at the intermediate level. In fourth grade there are only 4 ELL students and all 4 students are at the advanced level. In fifth grade there are 5 ELL student and all 5 students are at the advanced level. Looking at data from one year to the next it reveals that ELL students in our ESL program either test out or make progress moving from one level to the next. According to our 2012 data and our 2013 data we had 12 students score proficient on the NYSESLAT 2 students move from beginner to advanced, 2 students from beginner to intermediate and 5 students move from intermediate to advanced.

As data is further examined it reveals that students need the greatest support in reading and writing. Students need a lot of development with vocabulary and many students still need development with phonics which will support them in both reading and writing.

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](#))

The patterns across the NYSESLAT modalities have shown that our students score the highest in the areas of listening and speaking, but need to strengthen the areas of reading and writing. Based on these results students are placed into guided reading groups for the additional support needed to strengthen their fundamental reading skills. Our extended day Response to Intervention program also supports students in specific areas as identified by our universal screening tool - Fountas and Pinnell Reading Assessment. These students are then grouped accordingly and provided direct Tier II instruction in the identified areas by a teacher other than their classroom teacher or the ESL teacher. All second and third grade ELL students have also been targeted for our Title III after school program which also targets these areas of deficiencies which will in turn support them on state wide exams.

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?

4a: The patterns across proficiencies and grades are that the majority of our students in grades K -5 are weakest in the areas of reading and writing. As a result of only providing our students with an ESL program and regular day instruction being conducted solely in English, all students test in English, therefore we have no data to compare how students fair in English as compared to native language. There have been instances where students have needed the service of a translator because although they have difficulty with the English language they are not fluent in reading and writing in their native language. In circumstances as such, we noticed that the one student who was provided with translation services performed at a level 4 in mathematics, a level 4 in science and was exempt for the English Language Arts exam.

4b. As a school we have opted not to give the ELL Periodic Assessments. We utilize our data from the general periodic assessments administered to all students. This data reveals that our ELL population performs at or above the rest of the student population.

4c: As a school we feel the periodic assessment does not provide us with sufficient data to pinpoint the needs of our ELL population. Furthermore, we find that although periodic assessments are supposed to be common core aligned we believe they are not.

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](#).)

Our school utilizes our universal screening tool -Fountas and Pinnel Reading Assessment to guide instruction for ELLs within the Response to Intervention Framework as well as teacher data gathered during tier I intervention. This data is used to group students accordingly for tier II intervention during our extended day Response to Intervention program. Students are then offered intervention in areas such as decoding, word work, sight word development, vocabulary, cueing systems, and comprehension. Students are grouped according to these needs and provided direct Tier II instruction in the identified areas by a teacher other than their classroom teacher or the ESL teacher. All second and third grade ELL students have also been targeted for our Title III after school program which is an addition to their tier II services also targeting areas of deficiencies. It is expected that with these supports they will be able to perform at grade level standards on state wide exams. During our day to day literacy block, ELL's are consistently progressed monitored. Instruction is then modified providing them with tier I scaffolded instruction which is differentiated specifically for ELL students.

6. How do you make sure that a child's second language development is considered in instructional decisions?

In considering a child's second language development we try to place ELL's with teachers who speak the student's native language or with paraprofessionals who can provide the language support. We are fortunate to have on staff three Asian teachers, five teachers fluent with the Spanish language and five paraprofessionals who also are fluent with the Spanish language. When the need arises we pull our resources to ensure that students in need of this language development receive the adequate service. This resource also allows us to better communicate student needs and maintain a home school connection. During the interview process the child as well as the parent are interviewed to gauge level of language understanding which assists us in placing students in classrooms which will provide maximum support for the student.

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?

Paste response to questions here:

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

We evaluate the ESL program based on how students are performing on the NYSESLAT exam, the number of students who test out of the program on a yearly basis and the results from state exams. In addition we also utilize our annual school report card which indicates our ELL student population is making progress.

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](#).)

1. During the registration process (May, June and September) the assistant principal meets with incoming applicants explains the HLIS form and conducts the informal oral interview. Upon review and completion of the form, if the child is identified as a potential ELL as determined by Dept. of Education guidelines, the assistant principal proceeds to explain to the parent the procedures that will follow, such as LAB-R testing, their rights as parents and the steps that will follow if the student is identified as an ELL, and our ESL program. Parents are informed of how our ESL program works who will be providing the instruction, the teacher's qualifications and what will happen within the child's class during the time they are not being serviced by the ESL teacher. Parents are also provided with information as to how they can assist the child at home to ensure the home school connection. In addition, parents are also informed about the NYSESLAT exam when it is administered and its implications.

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.

In October upon finalizing all registrations and testing is completed, parents of those students identified as ELLs are invited to an orientation session scheduled in October at which time they view a video explaining to them their rights and the different programs available to them. To ensure parents of ELL students fully understand and are aware of their choices, the ESL teacher invites them to schedule a one on one meeting time during the month of October to discuss their options. Each subsequent year in September letters are sent home to families indicating if their child continues to qualify for services. This letter in the EPIC packet indicates that they are to contact us if they wish to change their option. To date, none have done so. Parent choice letters are distributed at the end of the orientation session for parents to complete. Parents who fail to return letters are called by the ESL teacher and informed that letters need to be returned. ESL teacher continues to persist until all letters are returned.

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](#)].)

To ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are completed and returned we utilize the RLAT report from ATS to ensure we are targeting all returning entitled students. For new admits we generate a list as students are registered and tested of who qualifies for the ESL program offered at our school. During the orientation sessions parents are encouraged to complete and submit their surveys and program selection form at the end of the session. For new and returning parents the ESL teacher schedules appointments to meet with them to further discuss the program being offered and assist with the completion of forms if necessary. Utilizing a list generated by the ESL teacher of entitled students the teacher tracks who has submitted forms and who have not. In instances where parents do not attend the orientation session the ESL teacher does out reach via phone calls and during morning drop off and dismissal to ensure she is communicating with all parents and getting all documents necessary.

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.

Our parent coordinator serves as a liaison in assisting parents in seeking out the program of choice if parent selection is one other than ESL. Additionally, if at any point 15 or more of our families in one grade or two contiguous grades indicate a preference for bilingual education, we are aware that this would signify the need to open a bilingual class. If and when a parent would make a selection choice of a program other than ESL we reach out to our neighboring school housed in the same building to see if they have available seats for registration. Parents are informed that we will assist them in making outreach but if seats are not available the child will remain in our ESL program until a seat becomes available.

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.

In administering and ensuring all students take all sections of the New York State English as a Second Language Achievement Test our ESL teacher utilizes the RLAT and RNMR reports from ATS and double checks to ensure all students listed are eligible for testing. She then develops a testing schedule. The speaking section is administered first on a one on one basis beginning with all the kindergarten students first and then gradually going to the upper levels. Students are tested in the ESL room. Upon completion of the speaking section the listening and reading section is administered with groups of students according to the grade band. Testing modifications are made for students who have IEP's where testing accommodations are adhered to. Upon completing

the listening and reading sections the same protocol is followed for administering the writing component of the NYSESLAT. When students are absent they are pulled one on one or as needed according to the grade band.

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. 
- After reviewing the Parent Survey and Program selection forms for the past few years, the trend is the majority of our parents request to have their children in our ESL program. There have been a minimal number of parents who have requested to have their child palced in a bilingual or dual language setting. The program model at our school aligns with parent requests. If at nay given time parent request would differ from our current program model we ould have to first determine if the number of ELL's per grade warrant a program change and clearly explain to parents the logistics in establishing prgrams as it pertains to number of students per grade.

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])?
 - 1a. Instruction is delivered in English with some native language (Spanish) support for beginning students. Students receive ESL instruction during the school day via a pull out model by a certified bilingual/ESL teacher. Students are grouped according to LAB-R and NYSESLAT data and grade level. Blocks of instructional ESL time are allotted according to data scheduling 360 minutes per week for beginning and intermediate students and 180 minutes per week for advanced level students.
 - 1b. The program model is homogeneous according to grade and proficiency levels. Therefore, students in grades K and 1 who need the same mandated block of time are grouped together and so forth.
2. 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)?
 2. The organization of our staff ensures that students receive the mandated number of instructional minutes by grouping students by proficiency and grade level. If the number of ELL's mandated for service across grades and proficiency requires more than one provider we make provisions within our schedule so that our Kindergarten teacher who is also ESL licensed can provide services. Our organization adheres to the mandated 180 minutes a week for advanced students and the 360 minutes a week for beginner and intermediate students. Our regular instructional day has eight instructional periods of which for beginning and intermediate students they are seen four days a week for two instructional 45 minute instructional blocks. Our advanced students are seen one day a week for two 45 minute instructional blocks or 4x a week for one 45 minute instructional block. As students are grouped and depending on their levels and grade there are usually 15 students to 1 teacher during an instructional block. Usually, in the lower grades we find to have the larger groups and in the upper grades we find groups tend to be at approximate a 5 to 1 ratio.
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.
 3. The content areas are brought to life through literature using trade books. All classrooms inclusive of the ELL classroom are also equipped with leveled libraries, big books, books on tape which cover content area material. Our science teacher further supports development of rigorous content knowledge through experiential and integrative learning provided during our rotational 45 minute cluster period. Throughout the day students also receive a 45 minute block of science or social studies when not covered in the prep schedule. Our read aloud block is geared at bringing to life the content areas as well, allowing for the 50/50 balance of fiction and non fiction literature. Classroom teachers also utilize the smart boards to show film clips and other forms of instructional materials to support the content areas. Our science teacher also utilizes a technology based lab cart to assist with the experiential process.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

To ensure that ELLs are appropriately evaluated in their in their native languages throughout the year we provide translation services. On staff we have 3 Asian teachers who assist with translation in Chinese, Mandarin and Cantonese. We also have 9 teachers who assist with spanish translations when needed.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELL students are informally evaluated in the four modalities throughout the school year as the ESL teacher conducts her lessons. In addition, with our curriculum students are required to read, write and speak which also facilitates the evaluation process. Teachers conduct ongoing one on one conferences and small group instruction which also ensures that ELLs are appropriately evaluated. In addition, we also use our Fountas and Pinnel reading benchmark assessment for students in grades K-2nd as an assessment tool and in grades 3rd thru 5th we utilize our Performance Based Assessments as well as running records and their classroom assessments to assess progress and continuing needs.
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).

6a. Our instructional plan for a student with interrupted formal education or SIFE may include working in a small group within the classroom with the classroom teacher or a bilingual paraprofessional, receiving intervention services such as AIS and RTI and participating in a Title III after school program or Saturday Academy

6b. An ELL student who has less than three years of school receive instruction in English with native language support. We currently have a technology program - Accelerated Reader which assist students in developing vocabulary called words in a flash which students are exposed to on a daily basis for 10-15 minutes daily to develop language. We also provide an after school program through Title III for the largest number of ELL's within two consecutive grades. Furthermore, we also provide an academic afterschool program in reading and math to further assist students in the areas of need. We are fortunate to have City Year Volunteers who also assist by providing one on one instructional support.

6c. ELL students receiving services for 4 to 6 years are provided continued support in our ESL program. These students are also identified for our RTI program with a clear instructional focus according to assessment data. Upon mastery of targeted areas other areas are identified to continue providing the support.

6d. Our school does not have any ELL students in need of a long term plan. In case the need should arise our plan is to provide them with Academic Intervention Services for a block of 45 minutes on a daily basis. In addition, these students would be invited to attend our instructional after school program and our extended day 150 minute a week program.

6e: Former ELL students they continue to receive support via strategy lessons, guided reading, small group instruction and one-on-one conferences with their classroom teachers. If the need is great they also receive support from the AIS provider and may also be recommended to continue receiving ESL at risk services.

For former ELL who have tested out of program for one year continue to receive the extended time.

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?

Materials: Wilson - Foundations K-2nd

Materials: Ready Gen Reading Program 2nd thru 5th

Materials: Balanced Literacy Units created using UBD process Kindergarten and First grade

Materials: Go Math K-5th

Materials: Sadlier Phonics 3rd grade

Materials: Sadlier Vocabulary 4th and 5th

Materials: Renaissance Learning Math Facts in a Flash (technology) First thru Fifth Grade

Materials: Renaissance Learning Words in a Flash (technology) First thru Fifth Grade

Instructional Strategies include but are not limited to conceptual network and symantic maps to build vocabulary. Furthermore, all of the multiple intelligences with a strong emphasis on visual, kinesthetic and tactile are utilized to develop the reading, writing, speaking and listening modalities. A lot of time is spent on developing the Five Talk Moves to develop discussion and conversational skills during literacy, math and content lessons.

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?

Our school uses curricula, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and obtain English Proficiency in the following ways:

A Special Education teachers participate in inquiry work alongside general education teachers focusing on possible instructional strategies that foster group work where needs are addressed.

Our IEP teachers supports students via a push in pull out model

The IEP teacher meets with teachers servicing ELL students with special needs to discuss instructional strategies

Scheduling supports a push in pull out model for academic intervention teachers

A flexible schedule is created for students according to need where students travel to a designated general education class to support their identified needs.

In placing Ell students with SWDs in ICT classes we follow the New York City Special Education Reform criteria keeping in mind that the students are ELLs and incorporating into their IEP's the necessary ELL strategies they need to continue instructional advancement.

Courses Taught in Languages Other than English 

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

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

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

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

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

Native Language Usage and Supports

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

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.

We currently only have a targeted ELA intervention program for students in grades four and five. ELL students only receive targeted intervention if the data indicates they are in need of the additional services. Students in grades Kindergarten thru third grade are supported via our RTI extended day program and in small group tier 1 instruction within their classroom setting. Mathematics intervention is also provided based on pre assessment unit data for students in grades 2nd thru 5th grade. Both of these intervention programs are delivered in English.

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

Utilizing our NYSESLAT data we find that our current program is proving to be effective a large number of students continue to test out of the program and/or move across the proficiency levels. Most of our current ELL students are currently at the advanced level and have demonstrated growth. Our concern and focus is to discontinue those 7 ELL students who have been receiving services for the past 4-6 years.

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

At the current time no new programs are being considered for the upcoming school year. We believe that with our new reading program Ready Gen we will be able to further support our ELL students with needs specific to language acquisition.

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

At the present time we will not be discontinuing any of our services.

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

When funding is available all ELL students are afforded the opportunity to attend our instructional after school program for grades 3-5. Utilizing the Title III funds an after school program is established for grades with the largest number of ELL's as means of further addressing their needs. In addition, teachers work together in grade level teams in order to ensure cohesive instruction is being planned and implemented. ELL students are also afforded the opportunity to attend school trips, assemblies, spirit week, Randall's Island soccer program, YMCA swimming program for 2nd grade students and our music program with Education Through Music. All ELL's participate in enrichment programs as part of a school class effort and for after school programs they are invited to attend via applications that are sent home inviting them to participate in the after school programs. For our Title III programs many students participate, but we find that if they are currently attending other after school programs they tend to remain in programs they are currently enrolled in.

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

The following instructional materials, including technology are used to support ELLs in the area of Literacy and content area:

Read Aloud Big Books K-5

Leveled Classroom libraries K-5 for literacy and content area

Fountas and Pinnel Assessment

Guided Reading Sets K-5

Foundations - Wilson

Santillana Intensive English K-2 ELLs Only

Learning English K-5 - ELLs Only

Renaissance Learning (technology)

NYSESLAT instructional materials -ELLs Only

Smart boards are also utilized to present lessons and engage students in interactive games.

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

When we make decisions about student placement we make every attempt to place beginning ELLs-who are predominately Spanish speaking in classrooms with teachers and/or paraprofessionals of the students' native language. Currently, we have 3 Kindergarten students in a classroom with a licensed ESL teacher, 3 with a bilingual speaking teacher and three who are supported at designated periods in the day by a fluent bilingual paraprofessional. We also try to group children together who are speakers of less prevalent languages, such as African American dialects, so they can support each other linguistically and emotionally.

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

Our ESL services support and correspond to ELLs ages and grade levels as students are grouped not only by levels but also by

grade/age. When creating our groups we aim to keep them together as a grade and proficiency level. When block of time are limited we then group students within two corresponding grades such as Kindergarten and First, second and third and fourth and fifth. Materials purchased for the ESL program are all age and grade level appropriate. We ensure that students have access to materials they can engage with tactillily and kinesthetically and well as ample opportunities for visual support and oral support such as books on tape.

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.

An orientation is offered in July and in September for all incoming students and their parents. At this orientation parents have the opportunity to inquire about our programs. In addition, handouts and instructional packets are provided to parents providing them with a lens on how they can assist their children at home. Information of after school programs are also made available. We also provide them with information about our Mt. Sinai Clinic Pediatrics program and provide them with the enrollment packets. Upon the child starting at our school we also ask teachers to create a buddy system to assist the child with the integration into the class. These students when the language is shared serve as translators for the students and for the teacher.

18. What language electives are offered to ELLs?

At Public School 83 we do not offer any language electives.

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)?

Paste response to questions here:

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.

1. In supporting our ESL teacher with professional development as well as classroom teachers supporting ELL students, we implement a turn key model. The ESL teacher is given the opportunity to attend a series of PD sessions provided by our network CFN 408. She is also given the time to visit other schools and classrooms that have highly effective models of instruction to support ELL students. Our LAP team also meets to discuss areas of need that need to be addressed and we utilize the expertise within our own school building and our professional development team to provide PD and support to teachers servicing ELL students.

2. In addition to our ESL teacher providing turn key training from her PD sessions, our professional development team designs workshops around needs that have been targetted from authentic student data and baseline assessments. In some cases they need to research best practices and in other cases they seek expertise within our school building. Teachers are also afforded the time to visit each other and observe best practices they can utilize in their classrooms. During these visits teachers are asked to complete a form in which they jot down observations and at least one area/stratey they would like to implement within their classrooms and why they feel such area/strategy will be beneficial in their rooms,.

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

4.Teachers of English Language Learners participate in turn key training provided by ESL teacher who attend professional development sessions at determined sites. In addition, the professional development team also provides professional development based on teacher request during pre-scheduled teacher lunch hour. To further support these teacehrs the ESL teacher also pushes in providing demonstration lessons utilizing strategies that can be used to support the ELL's within their classrooms. For workshops offered outside of the building the professional development providers maintain an attendance log and the teacher's participating are expected to bring back materials and information they will share with the rest of the school community. For in house professional development me maintain an attendance log as well as surveys that participants complete at the end of each workshop. We also maintain a professional development binder with all the materials that are utilized at each workshop.

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?
 1. we aim at increasing parent involvement via a variety of methods. Throughout the school year we invite parents to participate in our parent read alouds once a month. With our parent read alouds parents are encouraged to come and read to a class a book of choice and in the language of preference. In instances where they choose to read in a language other than English we have students within the class to offer the translation. We also have their own children come and assist their parents with the read aloud. We also host a variety of monthly workshops targetting different areas to support our parents with instruction and the well being of their children. The instructional programs are geared towards equipping parents with strategies they can use at home in the areas of literacy and mathematics. At these workshops parents are also provided with materials and resources they can use at home to support their children. Furthermore, we also honor them via our annual parent breakfast, our annual Multicultural Dinner, our awards ceremony three times a year, and our Holiday Celebration. Parents are also strongly encouraged to become learning leaders and upon completion of training they are assigned to early grades K and First to assist students with our accelerated reading program. Parents are also encouraged to volunteer during our school wide events and activities such as book fair, grade 3-5 dances, cheerleading, chess, soccer and any PTA related fundraising events.
 2. We have been fortunate to partner with Total Life Center Community Empowerment Organization who are providing our non-english speaking parents with on site ESL classes in the afternoon from 4:00 pm thru 6:00 pm every Monday and Tuesday. These classes have allowed our parents to be an integral part of their children's education. We also partner with other community based organizations such as Boriken Health Center , NY Fire Department, Union Settlement, The Asthma Center, New York City Public Library and Cookshop. In keeping with our expectation of having parents as partners, parents will be encouraged to participate in workshops organized by our ESL and LAP committee on how to support their children and on the ESL instructional program. Activities will include how to use graphic organizers after reading or listening to a book, methods for language development through conversation, repetition and book talks, developing vocabulary through games and music. After each workshop parents will be extended the opportunity to borrow books they can utilize at home with their children. In supporting our parents with translation services we first reach out within our staff to provide the service if the language is Chinese or Spanish. On occasions where the language is less prevalent we try to reach out to the department of education or to other parents who can lend the service.
 3. The needs of parents are evaluated via our environment survey and the School Leadership Survey. Furthermore, during our monthly parent meetings parents are encouraged to share via open discussions any needs or concerns they may have. Parents are also invited to speak to our PTA which in turn meet with us to share their concerns and needs. Our parent coordinator is also instrumental in meeting with parents to assist them with any areas of need they may have. On a need to need basis the administration also schedule meetings with parents to lend them support in whatever area they are seeking assistance with. At our school we have an open door policy and all parents know that they can walk into our building and leisurely walk into the administrative office to voice concerns.
 4. Monthly workshops are scheduled around instruction, social emotional components, health issues and the arts. These workshops provide interpreters when needed and are also given in both English and Spanish. Via these workshops it is our goal to get parents more involved in the day to day learning of their children and provide them with the additional support/information needed to ensure the best development for their children. Workshops provide parents with strategies to assist them in working with their children at home around the area of literacy and mathematics as well as in developing the social emotional component. Materials are also made readily available to them to use at home with their children.

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)
Frances Castillo	Principal		1/1/01
Assistant Principal	Assistant Principal		1/1/01
Luis Gandia	Parent Coordinator		1/1/01
Gina Paoli	ESL Teacher		1/1/01
Selena Mendez	Parent		1/1/01
Norma Aponte - Kindergarten	Teacher/Subject Area		1/1/01
Maria Merchand -fifth grade	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Dan Forreiro	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Suzanne Bent	Other <u>Special Education</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 04M83 School Name: Luis Munoz Rivera

Cluster: CFN # 408 Network: Lucius Young

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

Part A: Needs Assessment Findings

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

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

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

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

school community notifying them of the services we are able to provide them with to support them and their language and interpretation needs.

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

Part A: School Information	
Name of School: Luis Munoz Rivera PS 83	DBN: 04M083
Cluster Leader:	Network Leader: Lucius Young
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 15 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Based on our NYSESLAT data it was decided by the LAP committee to utilize title III funds allocated for the 2012-2013 school year to provide ELL students in first and second grade with an after school program. Data shows that out of the 48 ELL students' there is a need to support the first and second grade students. According to the NYSESLAT data for students in grades first and second grade there are 12 students who need additional support in listening and speaking and 13 who need additional support in reading and writing. Although we have 14 students in grades 3-5 needing additional support in reading and writing those students will be receiving services in their targetted area of need via our City Year Instructional After school program 4x a week Monday thru Thursday from 3:30-5:00. The first and second grade program will be instructed in English by the licensed ESL teacher who also has a bilingual common branch license. Language acquisition will be facilitated through an interdisciplinary approach with an emphasis on the content areas. Utilizing Santillana Intensive English: a standards based English Language Development program designed to help students acquire social and academic language skills through content-based instruction and Reader's Theater a standards-based fluency program students will be afforded the opportunity to experience the English language through technology, drama, conversational, visual and tactile activities, vocabulary development and choral reading. Incorporating these varied strategies will assist in meeting different learning modalities, expose students to conversational English while simultaneously incorporating the New York State Standards for Reading, Writing, Listening and Speaking and simultaneously prepare the testing grades for the state exams. By utilizing varied approaches students will feel less inhibited in speaking, reading and writing the English language.

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

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

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

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	10,681.84	teacher salary 5219.76 2 teachers @ 52 hours each = 104 hrs 104 hrs x 50.19 (fringe benefits included) = 5219.76 principal salary 5462.08 2 principals @ 52 hours each = 104 hrs 104 hrs x 52.52 = 5462.08 5219.76 + 5462.08 = 10,681.84
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	0	0
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	518.00	Attanasio & Associates ESL/ELL Language Development Second Grade \$396.00 Benchmark Education Emergent Set A (24 titles) \$137.00 396.00 + 137.00 = 533.00
Educational Software (Object Code 199)	0	0
Travel	0	0
Other	0	0
TOTAL	11199.84	11214.84