



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** PUBLIC SCHOOL 008X  
**DBN (i.e. 01M001):** 10X008  
**Principal:** ROSA MARIA PERALTA  
**Principal Email:** RPERALT@SCHOOLS.NYC.GOV  
**Superintendent:** MELODY MASHEL  
**Network Leader:** MARIA QUAIL

**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
Rosa Maria Peralta	*Principal or Designee	
Cynthia Pacelli	*UFT Chapter Leader or Designee	
Dalia Vargas	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Lori Matta	Member/ Classroom Teachers	
Theresa Miller	Member/ Teacher Representative	
Melessa Luca	Member/ Teacher Representative	
Dexter Faisca	Member/ Parent Representative	
Obelvi Pavia	Member/ Parent Representative	
Veda Nolasco	Member/ Parent Representative	
Sandra Veras	Member/ Parent Representative	
	Member/	

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

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

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

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

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

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2014, the number of ELA level I students in grades 3-5 will have diminished by 5% . The number of students in level II will be sustained or increased. The evidence will be the students' increased ability to use both literal and inferential understanding of details from texts to explain their reading as measured by the NYS ELA standardized test.

### **Comprehensive Needs Assessment**

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

A comprehensive analysis of the following data showed that students in the target grades are in need of deeper understanding and interpretation of non-fiction content.

- New York State Assessment for English Language Arts
- Pre City Wide Performance Assessment
- Post City Wide Performance Assessment
- CBAs (Curriculum Based Assessments)
- CBMs (Curriculum Based Measurements)
- CCLS
- TC Running Records

### **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**

##### **Instruction and Curriculum**

Grade Band 3-5: Uninterrupted Reading Block

Increase the selection of nonfiction, informational books in classroom libraries for all grade bands.

Modify curriculum content for the early morning program of SWDs to include the *I Ready* program

##### **Intervention/Remediation**

Using hard data, streamline the RtI referral procedure to capture target students sooner and launch early intervention prior to a Tier III referral.

Restructure the intervention model to include more push-in implementation so as to serve a greater number of *at risk* students

Guided Reading providers

##### **Professional Development**

Revise/adjust our literacy units in all grade bands to include a balance of fiction and nonfiction topics that specifically address the CCLS for reading, writing, listening, speaking and language.

Revise/adjust our literacy units in all grade bands to include periodic assessments that will inform or drive next steps.

Literacy support staff (coach, staff developer, professional development team, administrator) will provide professional development support across grade bands to develop rigorous instruction aligned with the CCLS

Schedule sessions with the TC consultants and *Generation Ready* consultant for Special Education.

##### **Allocation of Resources**

Adjust funding to include 2 contracted TC consultants

Adjust funding to make "before school" morning programs available

Adjust funding to make ELA Saturday Academies available (all levels and all subgroups)

Adjust funding to provide professional development after school

Purchase new materials aligned to instructional units developed by teacher teams

Use DOE additional funding (SAM No. 88, FY14) to extend parent-teacher conferences for parents and families of 3<sup>rd</sup>, 4<sup>th</sup> & 5<sup>th</sup> graders who scored a Level 1 or 2 on the NYS ELA so as to: 1) ensure families are aware that all students are being challenged this year to complete more difficult work to prepare them to be successful, 2)

provide strategies to support student progress at home, 3) share evidence of student progress

- Adjust funding to create an additional morning program that specifically supports level 1 & 2 general education students in grades 4 & 5
- Adjust funding to create an additional morning program that specifically supports SWDs in grade 3, and level 1 & 2 SWDs in grades 4 & 5
- Adjust funding to add a consultant to work specifically with the Special Education population
- Allocate funding to purchase additional informational books for the school library

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

**Instruction and Curriculum**

- Classroom Teachers
- OTPs (Other Teaching Personnel)
- SETTS Providers
- ESL Personnel

**Professional Development**

- Literacy Coach
- Math Coach
- Assistant Principal for Curriculum Instruction
- Grade Level Assistant Principals in grades 3-5.
- Special Education Consultant
- Building Principal
- Teacher Teams

**Intervention/Remediation**

- Classroom Teachers
- Guiding Reading Teachers
- RtI Providers
- AIS providers
- School Librarian
- IEP driven one on one Para-professionals

**Allocation of Resources**

- Adjust the budget to finance the support staff positions
- Redeploy staff to fill support staff positions
- Adjust the budget to finance the consultants needed

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

**Instruction and Curriculum**

- ELA Unit Plans – at least 70% of units will be based on non-fiction material
- Field Observations – at least 50% of lessons observed by grade supervisors will be based on non-fiction content
- Student Portfolios – at least 60% of student samples will be based on non-fiction materials
- Periodic Assessments – such as baseline, midline, end line samples, conference notes, CBAs, CBMs will reflect at least 60% of non-fiction based material
- Post teaching reflections, debriefing and exit conferences with consultants, supervisors and literacy coach – will be based on non-fiction instruction
- Student notebooks - will reflect at least 60% of work in non-fiction content

**Professional Development**

- 60% of units developed in PD sessions will be based by non-fiction material, as evidenced by session agendas

**Intervention/Remediation**

- RtI progress reports – 80% of providers' lessons will reflect instruction based on non-fiction text.
- Guided Reading Plans- 80% of providers' lessons will reflect instruction based on non-fiction text.

**Allocation of Resources**

- Purchase orders will reflect at least 50% of expenditures on non-fiction material

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

**Instruction and Curriculum**

From October 2013 to June 2014, students will receive ELA instruction in uninterrupted reading blocks of 120 minutes

From October 2013 to June 2014, instructional units are developed by the teachers, supported by the literacy coach, literacy staff developer and the Assistant Principal for Curriculum and Instruction

#### **Professional Development**

From October 2013 to June 2014, teachers receive team teaching and lesson design support from the literacy coach, literacy staff developer, the Assistant Principal for Curriculum and Instruction and the outsourced Consultants.

From January 2014 to May 2014 we will offer Professional Development opportunities to support the understanding and implementation of the Danielson Framework vis-à-vis the CCLS, and RtI

#### **Intervention/Remediation**

From December 7<sup>th</sup> to April 26<sup>th</sup> we will run our Saturday Academies on content based ELA; On May 3, 10, 17, 24 will host a science based program for 4<sup>th</sup> Grade students

From November 6<sup>th</sup> to March 27<sup>th</sup> run the AM Special Education Morning ELA Program.

From November 6<sup>th</sup> to March 27<sup>th</sup> run the ELA program for level 1 students in grades 4 & 5.

From November 6<sup>th</sup> to March 27<sup>th</sup> run the ELA program for levels 2-4 students

From April 1<sup>st</sup> to May 7<sup>th</sup> run the ESL AM program.

From December 2013 to January 2014 we schedule and execute parent-teacher conferences for parents in grades 4 & 5 whose children scored levels 1 & 2, and for 3<sup>rd</sup> Grade holdovers

In late June 2013, identify the student participants and select the RtI teachers that will implement Tier intervention

Modify the early morning enrichment sessions to include 2 days of literacy instruction and 1 day Math instruction. The *I Ready* will be used for the 2 days of literacy.

#### **Allocation of Resources**

From October 2013 to May 2014 materials are purchased to support the units as they are developed by the teacher teams

In June 2013, first budget draft is submitted to accommodate the services of the TC consultants

Set Asides are made in June 2013 based on projections. September 2013 budget modification based on actual student participation

From October 2013 to June 2014 we will purchase instructional materials that support the units developed by the teacher teams

In October 2013 modify budget to accommodate 52 sessions of ELA & Math enrichment for grade 4 and 5 students who scored at level 1 & 2.

In October 2013 modify budget to accommodate 52 sessions of ELA & Math enrichment for grade 3 SWDs, and level 1 & 2 SWDs in grades 4 & 5

In November 2013 modify budget to add a consultant to work specifically with the teachers and students of the special education population

June 2013 allocate budget to purchase additional informational books for the school library

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

#### **Instruction and Curriculum**

Administrative Cabinet meets four times in June for 1.5 hours each to identify the time frame for the uninterrupted reading block for each testing grade.

#### **Professional Development**

The Principal along with the Assistant Principal in charge of scheduling, identify the designated period during the school day that will be devoted to the Professional Development Team. The PD team is comprised of teacher representatives of grades 3-5, the literacy coach, and the Assistant Principal for Curriculum and Instruction. This team meets once per week for 45 minutes to identify materials needed to support units of study.

The PD team meets once per week to develop the literacy units that will be implemented in grades 3-5.

As part of the development of the study units, the PD team identifies the duration of the unit, design the assessment tool, and the time frame for administration of the unit assessment.

Based on the data gathered, adjustments are made to the unit to include re-teaching and re-assessment.

Grade supervisors gather information from field observations, grade meetings, and DOE mandates to determine PD needs. Thursday afternoons is the designated time for school wide professional development sessions.

#### **Intervention/Remediation**

In December 2013 & January 2014, hold extended parent-teacher conferences for parents/families of 3<sup>rd</sup>, 4<sup>th</sup> & 5<sup>th</sup> graders who scored level 1 or 2 on the ELA.

In June 2013 the Administrative Cabinet identified at risk students and potential providers of Tier I, II, and III Intervention. In September 2013 providers received schedules and assignments.

In June 2013 the Administrative Cabinet prepared the schedule of service for *at risk* students to include a greater number of push in service delivery.

In October 2013 Administrative Cabinet identified the *I Ready* program as suitable for the early morning program of SWDs.

In August of 2013, administrators prepare RTI push in schedules

#### **Allocation of Resources**

In August, hold at least 6 budget meetings with the Administrative Cabinet to make the preliminary modifications needed to address school wide needs.

Using FAMIS portal purchase new materials the literacy units of study on an ongoing, as needed basis.  
 In September 2013 Administrative Cabinet modifies the budget to fund additional early morning program  
 In November 2013 Administrative Cabinet modifies the budget to fund additional Special Education Consultant  
 In June 2013 make allocations for the purchase of informational books for the school's lending library

**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).

From October 2013 to June 2014, offer informational Parent workshops on topics such as but not limited to: the CCLS, standardized testing, test preparation/practice, and home support with the CCLS,  
 From November 2013 to June 2014, schedule monthly "Family Nights" on *Read Alouds*, Connecting literature to science, Connecting literature to social studies, Connecting literature to mathematics, Integrating art and literature, integrating music and literature, Extending comprehension through projects and end products.  
 From October 2013 to June 2014, the Parent Coordinator will schedule and facilitate meetings and workshops on: understanding the ELA, preparing children for exams, test taking strategies, understanding the CCLS, understanding student report cards.  
 From October 2013 to June 2014, offer GED and/or ESL Parent Classes are offered in order to provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.  
 From October 2013 to June 2014 translation and interpretation services are available for "Family Nights" and Workshops.  
 From October 2013 to June 2014 parents are invited to writing celebrations and our *Curriculum Expo* to highlight student achievement in literacy and demonstrate ways to support students in literacy development through academic content.  
 During parent teacher conferences in November 2013 and March 2014, distribute DOE information and materials on a variety of topics.  
 Hold our annual Scholastic Book Fair during parent teacher conferences. The librarian is available to make suggestions and recommendations.  
 Hold our annual Curriculum Exposition to highlight students' work.

**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 #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, for grades K-2we will have reduced the number of students on performance level 1 of the post city wide Performance Assessment for ELA by 5% when compared to the pre Performance Assessments by having children explain their reading using multiple details to support the text (vocabulary and descriptive language).

**Comprehensive Needs Assessment**

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

A comprehensive analysis of the following data showed that students in the target grades are in need of deepening their skills in explaining their reading by using multiple details to support the text (vocabulary and descriptive language).

- Pre City Wide Performance Assessment
- Post City Wide Performance Assessment
- CBAs (Curriculum Based Assessments)
- CBMs (Curriculum Based Measurements)
- CCLS
- TC Running Records

**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**

**Instruction and Curriculum**

Increase the selection of nonfiction, informational books in classroom libraries for all grade bands.

Revise/adjust our literacy units in all grade bands to include a balance of fiction and nonfiction topics that specifically address the CCLS for reading, writing, listening, speaking and language.

Revise/adjust our literacy units in all grade bands to include periodic assessments that will inform or drive next steps

**Professional Development**

Literacy staff developer, administrator for Curriculum & Instruction and two grade Assistant Principals will provide professional development support across grade bands to develop rigorous instruction aligned with the CCLS

Adjust funding to include 1 contracted TC consultants

**Intervention/Remediation**

Adjust funding to make “before school” morning programs available

Using hard data, streamline the RtI referral procedure to capture target students sooner and launch early intervention prior to a Tier III referral.

Restructure the intervention model to include more push-in implementation so as to serve a greater number of *at risk* students

**Allocation of Resources**

Adjust funding to provide professional development after school

Purchase new materials aligned to CCLS to support our extended day instruction

Purchase new materials aligned to instructional units developed by teacher teams

Allocate funding to purchase additional informational books for the school library

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

**Instruction and Curriculum**

Classroom Teachers

OTPs (Other Teaching Personnel)

SETTS Providers

ESL Personnel

**Professional Development**

Literacy Coach

Staff Developer K-2

Math Coach

Assistant Principal for Curriculum Instruction

Grade Level Assistant Principals in grades K-2

Special Education Consultant

Building Principal

Teacher Teams

**Intervention/Remediation**

Classroom Teachers

Guiding Reading Teachers

RtI Providers

AIS providers

School Librarian

IEP driven one on one Para-professionals

**Allocation of Resources**

Adjust the budget to finance the support staff positions

Redeploy staff to fill support staff positions  
Adjust the budget to finance the consultants needed

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

**Instruction and Curriculum**

ELA Unit Plans – at least 70% of units will be based on using multiple details to support understanding of text (vocabulary and descriptive language)  
Field Observations – at least 50% of lessons observed by grade supervisors will be based on supporting details, vocabulary and descriptive language  
Student Portfolios – at least 60% of student samples will be based on non-fiction materials  
Periodic Assessments – such as baseline, midline, end line samples, conference notes, CBAs, CBMs will reflect at least 60% of understanding text by using supporting details  
Post teaching reflections, debriefing and exit conferences with consultants, supervisors and literacy coach – will be based on understanding text by using supporting details  
Student notebooks - will reflect at least 60% of work in understanding text by using supporting details

**Professional Development**

60% of units developed in PD sessions will be based on understanding text by using supporting details, as evidenced by session agendas

**Intervention/Remediation**

RtI progress reports – 80% of providers' lessons will reflect instruction based on understanding text by using supporting details.  
Guided Reading Plans- 80% of providers' lessons will reflect instruction based on understanding text by using supporting details.  
Attendance sheets will reflect participation of at least 80% of students on performance level 1

**Allocation of Resources**

Purchase orders will reflect at least 50% of expenditures on understanding text by using supporting details  
Purchase orders, inventory lists, unit plans Students in grades K-2

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

**Instruction and Curriculum**

From October 2013 to June 2014, instructional units are developed by the teachers, supported by the literacy staff developer and the Assistant Principal for Curriculum and Instruction  
From October 2013 to June 2014, instructional units are developed by the literacy staff developer and the Assistant Principal for Curriculum and Instruction

**Professional Development**

From October 2013 to June 2014, instructional units are developed by the teachers, supported by the literacy staff developer and the Assistant Principal for Curriculum and Instruction  
From October 2013 to June 2014, teachers receive team teaching and lesson design support from the literacy staff developer, the Assistant Principal for Curriculum and Instruction and the outsourced Consultants.  
From January 2014 to May 2014 we will offer Professional Development opportunities to support the understanding and implementation of the Danielson Framework vis-à-vis the CCLS, and RtI

**Intervention/Remediation**

From October 21<sup>st</sup> to November 27<sup>th</sup> run an ESL AM program for grades 1 &2.  
From December 7<sup>th</sup> to April 26<sup>th</sup> run the ELA Saturday Academy.  
From January 6<sup>th</sup> to January 31<sup>st</sup> run an AM literacy program for grades 1 &2.  
In late June 2013, identify the student participants and select the RtI teachers that will implement Tier intervention  
In late June 2013, restructure the RtI program to reflect more push-in implementation so as to reach a greater number of *at risk* students.

**Allocation of Resources**

From October 2013 to May 2014 materials are purchased to support the units as they are developed by the teacher teams  
In June 2013, first budget draft is submitted to accommodate the services of the TC consultants  
Set Asides are made in June 2013 based on projections. September 2013 budget modification based on actual student participation  
From October 2013 to June 2014 we will purchase instructional materials that support the units developed by the teacher teams

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

**Instruction and Curriculum**

As part of the development of the study units, the PD team identifies the duration of the unit, design the assessment tool, and the time frame for administration of the unit assessment.  
Based on the data gathered, adjustments are made to the unit to include re-teaching and re-assessment.

**Professional Development**

The PD team comprised of two Assistant Principals, Assistant Principal for Curriculum & Instruction and the staff developer meet once per week to develop the literacy units that will be implemented in grades K-2.

Grade supervisors gather information from field observations, grade meetings, and DOE mandates to determine PD needs. Thursday afternoons is the designated time for school wide professional development sessions.

**Intervention/Remediation**

In June 2013 the Administrative Cabinet identified at risk students and potential providers of Tier I, II, and III Intervention. In September 2013 providers received schedules and assignments.

In June 2013 the Administrative Cabinet prepared the schedule of service for *at risk* students to include a greater number of push in service delivery.

**Allocation of Resources**

In August, hold at least 6 budget meetings with the Administrative Cabinet to make the preliminary modifications needed to address school wide needs.

In September, using the FAMIS portal, purchase new materials to support the extended day program

Using FAMIS portal purchase new materials the literacy units of study on an ongoing, as needed basis.

In June 2013 make allocations for the purchase of informational books for the school’s lending library

**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).

From October 2013 to June 2014, offer informational Parent workshops on topics such as but not limited to: the CCLS, standardized testing, test preparation/practice, and home support with the CCLS,

From November 2013 to June 2014, schedule monthly “Family Nights” on *Read Alouds*, Connecting literature to science, Connecting literature to social studies, Connecting literature to mathematics, Integrating art and literature, integrating music and literature, Extending comprehension through projects and end products.

From October 2013 to June 2014, the Parent Coordinator will schedule and facilitate meetings and workshops on: understanding the ELA, preparing children for exams, test taking strategies, understanding the CCLS, understanding student report cards.

From October 2013 to June 2014, offer GED and/or ESL Parent Classes in order to provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.

From October 2013 to June 2014 translation and interpretation services are available for “Family Nights” and Workshops.

From October 2013 to June 2014 parents are invited to writing celebrations and our *Curriculum Expo* to highlight student achievement in literacy and demonstrate ways to support students in literacy development through academic content.

During parent teacher conferences in November 2013 and March 2014, distribute DOE information and materials on a variety of topics.

Hold our annual Scholastic Book Fair during parent teacher conferences. The librarian is available to make suggestions and recommendations.

Hold our annual Curriculum Exposition to highlight students’ work.

**Budget and Resource Alignment**

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

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>X</b>	<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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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, for grades 3-5, we will have reduced the number of students on level 1 on the NYS Math Test by 5% and, sustained or improved our numbers in level 2 of the 2012-13 administration of this test by extending the students’ academic language of mathematics so as to facilitate both oral and written discourse that explains processes and arguments that defend student choices.

**Comprehensive Needs Assessment**

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

A comprehensive analysis of the following data showed that students in the target grades are in need of extending their language of mathematics so as to facilitate the oral and written discourse that explains their problem solving processes and defends the arguments for their choices.

- CBAs (Curriculum Based Assessments)
- CBMs (Curriculum Based Measurements)
- CCLS
- Math baseline
- Unit Tests – Envision Program
- NYS Standardized Math Test
- ARIS

**Instructional Strategies/Activities**

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

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

**Instruction and Curriculum**

Adapt mathematical units to insure vocabulary introduction and review  
 Revise/adjust the sequence of our math units in grades 3-5 to reflect the CCLS that will be assessed by the 2014 tests  
 Provide bilingual glossaries and translated versions of standardized tests to maximize student performance  
 School wide celebrations of the 100<sup>th</sup> day of school.  
 Administer end of unit interim assessments  
 Revisit *Webb's Depth of Knowledge* to promote extended thinking skills

**Professional Development**

During the professional activity period the math coach will facilitate the work of the math clusters. The focus of this work will be to create, for school wide use, opened ended and reflection questions aligned with the CCLS. This material will be grade specific and used to assess the student's conceptual understanding.  
 Distribution of grade level pacing calendars provided by the Math coach

**Intervention/Remediation**

Make supplementary programs available on Saturdays  
 Make supplementary programs available before the school day.

**Allocation of Resources**

Adjust funding to provide professional development after school  
 Adjust funding to make supplementary programs and materials available

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

**Instruction and Curriculum**

Classroom Teachers  
 Math clusters

**Professional Development**

Math Coach  
 Assistant Principal for Mathematics  
 Grade Level Assistant Principals  
 Math Teacher Teams

**Intervention/Remediation**

Classroom Teachers  
 Math Coach  
 Math Cluster Teachers  
 AIS providers  
 SETSS providers

**Allocation of Resources**

Building Principal  
 Adjust budget to make available supplementary programs  
 Adjust budget to purchase materials for supplementary programs

Adjust budget to purchase *Envision Math* school wide.

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

#### **Instruction and Curriculum**

Teacher plan books – 100% of teacher plan books will reflect the introduction and reinforcement of mathematics vocabulary words in at least four out of five lessons.

End of Unit Assessments – at least 50% will test for understanding and application of unit vocabulary

Field Observations – at least 70% of lessons observed by grade supervisors will include introduction, reinforcement and application of lesson vocabulary

Student Portfolios – at least 70% of student samples will reflect the accurate usage of unit vocabulary

Periodic Assessments – such as baseline, midline, end line samples, CBAs, and CBMs will reflect at least 70% of students' understanding and application of unit vocabulary

Student reflections will demonstrate their understanding of unit vocabulary with 80% accuracy.

Student notebooks/journals - will reflect usage of at least 60% of unit vocabulary in written discourse

#### **Professional Development**

60% of units developed in PD sessions will be based on extending and reinforcing the language of mathematics discourse

#### **Intervention/Remediation**

44% of supplementary programs will be math based

Math cluster programs will include at least 2 periods of math AIS during the school day

One of our two after school AIS days will be for mathematics instruction

#### **Allocation of Resources**

At least 40% of Purchase orders will reflect expenditures that support our math program

Our local budget will reflect set asides for the staffing of supplementary programs

Our local budget will reflect set asides for the materials of supplementary programs

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

#### **Instruction and Curriculum**

From September 2013 to June 2014 review teacher plan books for evidence of vocabulary introduction and review

February 13<sup>th</sup> hold 100<sup>th</sup> day celebrations school wide

From September 2013 to June 2014 administer end of unit assessments

#### **Professional Development**

From September 2013 to June 2014 review meeting agendas and focus questions to insure alignment with the CCLS

From January 2014 to June 2014 schedule and execute PD math workshops, maintain attendance records and session agendas

From September 2013 to June 2014 review Unit Maps, teacher plan books

November 2013 re-distribute Webb's DOK levels of critical thinking; ongoing promotion of its use

From September 2013 to June 2014 monthly distribution of pacing calendars

#### **Intervention/Remediation**

From November 6<sup>th</sup> 2013 to March 27<sup>th</sup> 2014 – Supplementary Math Morning Programs, grades 3-5

From January 6<sup>th</sup> to March 7<sup>th</sup> 2014 – Math morning programs, grades 1-2

From December 7<sup>th</sup> to April 26<sup>th</sup> 2014 – Saturday Math Academy

From September 2013 to June 2014 Math cluster programs will include at least 2 periods of math AIS during the week

From September 2013 to June 2014 one of our two after school AIS extended days will be dedicated to mathematics instruction

#### **Allocation of Resources**

March 2014 download State approved glossaries for NYS Math Test from NYSED website

September 2013 - Adjust budget to purchase *Envision Math* school wide

September 2013 - Adjust budget to make available supplementary programs available

September 2013 - Adjust budget to purchase supplementary materials available.

September 2013 - Adjust school wide schedule to include additional AIS math intervention

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

#### **Instruction and Curriculum**

In October 2013 the Test Coordinator electronically orders translated Math tests in the languages available. 2014 the state approved glossaries for the NYS math tests are downloaded from the NYSED website and distributed to classroom teachers

In January 2014 the Math coach disseminates suggestions for the 100<sup>th</sup> day Math celebration. Periodic assessments are administered every 4 to 6 weeks beginning October 2013 to June 2014.

**Professional Development**

The Math team, comprised of 4 math clusters and the math coach, meet once per week for a duration of 45 minutes X 9 months to identify essential vocabulary and skills. The Professional Activity Team for Math comprised of 1 classroom teacher, 4 math clusters and the Math coach meets once per week for 45 minutes X 9 months. A common period once per month allows the Assistant Principal for Math to hold meetings with the math clusters and the math coach. Monthly the Math coach devises and distributes the pacing calendar delineating the sequence of concepts to be taught.

**Intervention/Remediation**

Supplementary Math Morning Programs, grades 3-5  
 Math morning programs, grades 1-2  
 Saturday Math Academy  
 Math cluster programs will include at least 2 periods of math AIS during the week  
 One of our two after school AIS extended days will be dedicated to mathematics instruction

**Allocation of Resources**

Budget meetings with the Administrative Cabinet to make the preliminary modifications needed to address school wide needs.  
 Monthly pacing calendars will be distributed by the Math coach to all classroom teachers  
 Webb’s DOK will be redistributed to all teachers

**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).

From October 2013 to June 2014, offer informational Parent workshops on topics such as but not limited to: the CCLS, standardized testing, test preparation/practice, and home support with the CCLS,  
 From November 2013 to June 2014, schedule monthly “Family Nights” on Math, Connecting literature to math, Connecting literature to mathematics, Extending comprehension through projects and end products.  
 From October 2013 to June 2014, the Parent Coordinator as well as the Math coach will schedule and facilitate meetings and workshops on: understanding the NYS Math, preparing children for exams, test taking strategies, understanding the CCLS, understanding student report cards.  
 From October 2013 to June 2014, offer GED and/or ESL Parent Classes are offered in order to provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.  
 From October 2013 to June 2014 translation and interpretation services are available for “Family Nights” and Workshops.  
 From October 2013 to June 2014 parents are invited to writing celebrations and our *Curriculum Expo* to highlight student achievement in literacy and demonstrate ways to support students in literacy development through academic content.  
 During parent teacher conferences in November 2013 and March 2014, distribute DOE information and materials on a variety of topics.  
 Hold our annual Scholastic Book Fair during parent teacher conferences. The librarian is available to make suggestions and recommendations.  
 Hold our annual Curriculum Exposition to highlight students’ work.

**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
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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, parent & community participation in school activities will have increased to 35% in order to strengthen the home-school connection that will impact learning; as evidenced by attendance records.

**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.

- ^ Family night attendance sheets
- ^ Thematic Academic Workshops – attendance sheets
- ^ Parent Association Meetings – attendance sheets
- ^ Parent Association Executive Board meetings with the Principal
- ^ Assemblies
- ^ Title I Parents Surveys
- ^ NYC School Progress Report – School Environment Parent Surveys

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

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

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

1. Hold parent orientations by class and grade
2. Promote family registrations in the school health and mental health clinics through ongoing advertising and referrals.
3. Continue our affiliations with the Bronx Zoo, Botanical Gardens, Hall of Science, Lehman Center for the Performing Arts, Community based Pre-Schools
4. Continue our engagement with community based organizations such as the office of Councilman Oliver Koppel, the Office of the Bronx Borough President, the *Norwood News*, Lehman College
5. Continue outreach to educational institutions such as Manhattan College, Lehman College, Bank Street College and Fordham University to provide information of parent/student programs available
6. Schedule monthly "Family Nights" on a variety of topics connected to the curriculum and that facilitate learning in parent-child partnerships
7. Parent Coordinator will: √ seek out community resources, √ schedule and facilitate meetings and workshops on a variety of topics
8. Offer informational Parent workshops on topics such as: the CCLS, standardized testing, test preparation/practice, getting ready for the Quality Review, etc.
9. Offer GED and/or ESL Parent Classes (based on interest)
10. Interpretation services will be offered to LEP parents
11. Offer oral and/or written translations of school information
12. Distribute Monthly School Calendars to parents to advertise upcoming events
13. Use the school website to: advertise events and communicate information
14. Hold monthly meetings with the Executive Board of the Parents' Association
15. Activate wide screen digital information monitor in school lobby
16. Hold annual orientation meetings on the NYC School Progress Report
17. Kindergarten Orientation for incoming (first time) students
18. Parent Coordinator recruits parents to participate in the learning leaders program.
19. Monthly debriefings with the PA Executive Board, Parent Coordinator and Principal to evaluate impact of parent activities
20. Extend parent-teacher conferences as per SAM, No. 88 FY 14

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

1. Administration, classroom teachers
2. Medical providers, clinic staff, classroom teachers, secretaries, SBST, guidance counselors, Administrators, paraprofessionals
3. Classroom teachers, administration, pedagogical staff, CBO liaisons
4. Administration, Parent Association Executive Board, agency representatives
5. Administration, student teachers, collaborating teachers, interns, college or university liaisons
6. Administration, participating teachers, Parents Association Executive Board
7. Parent Coordinator, Guidance Counselors, Math Coach, Staff Developer
8. Administration, pedagogical staff
9. Administration, service providers
10. Administration, pedagogical staff
11. Administration, secretarial staff, family worker, school aides

12. Administration, Parent Coordinator, secretarial staff, Parent Association Executive Board
13. Assistant Principal for technology
14. Building Principal
15. Assistant Principal for technology
16. Administration
17. Administration, Parent Coordinator
18. Parent Coordinator
19. Building Principal
20. Administrators, Classroom Teachers, and Service Providers

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

6. Orientation Day Attendance records
7. Clinic Registration numbers
8. Attendance records of parent volunteers
9. Parent turn out
10. Classroom teacher feedback
11. Attendance Records, parent feedback
12. Attendance Records, PC log of activities and parent interaction, and PC feedback
13. Agendas, attendance records, response to Q & A post session
14. Attendance records
15. Tear-Offs, attendance records
16. Tear-Offs, attendance records
17. Parent turn out
18. Informal parent feedback
19. Attendance Records, Agendas
20. Informal parent feedback, teacher feedback/records of conferences; parent feedback
21. Attendance Records, Agenda, NYC School Progress Report
22. Agenda, attendance records
23. PC logs, agenda, attendance records
24. Agenda, attendance records and meeting minutes

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

1. September 2013
2. September 2013 to June 2014
3. September 2013 to June 2014
4. September 2013 to June 2014
5. September 2013 to June 2014
6. November 2013 to May 2014
7. October 2013 to June 2014
8. October 2013 to June 2014
9. January 2014 to June 2014
10. September 2013 to June 2014
11. September 2013 to June 2014
12. September 2013 to June 2014
13. September 2013 to June 2014
14. September 2013 to June 2014
15. October 2013 to June 2014
16. Winter 2014
17. August 2014

- 18. September 2013
- 19. September 2013 to June 2014, once per month
- 20. As per SAM, No. 88

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

1. One day per grade will be scheduled in September 2013 for orientation meetings. Teachers will receive parents in their classrooms.
2. Clinic registration will be promoted through flyers, parent letters, orientation meetings, and one to one meetings with school personnel
3. Field trips will be cleared and scheduled by the Administration and classroom teachers. Parent chaperones will be recruited by classroom teachers.
4. Use support from Councilman Koppel’s office to enhance our parent activities
5. Disseminate information from the CBOs that support parent involvement and address parent needs
6. Identify themes, dates, facilitators, resources and materials for *Family Nights*.
7. Parent Coordinator disseminates information to parents concerning community services. PC schedules and facilitates workshops on a variety of topics.
8. Pedagogical Staff designs, identifies and presents workshops on academic topics.
9. Title III funding is used to offer GED and ESL classes one day per week for 1.5 hours per session.
10. Written correspondence will be translated.
11. Oral translations will be made available.
12. Collect information regarding upcoming events by classroom or subgroups. Create a user friendly calendar to publicize information month by month
13. Update school website monthly to highlight upcoming events
14. Building Principal meets with the PA Executive Board to discuss matters of interest or concern and share school information
15. During special events, the Assistant Principal for technology will maximize parent participation by televising live events on the lobby monitor. The monitor is also used to celebrate past events as well as promoting upcoming events.
16. Conduct translated orientation meetings with parents to share the results of the NYC Progress Report
17. Before the beginning of the new school year (August) invite incoming Kindergarten families to an open house
18. PC holds meetings to explain and encourage parents to be volunteers through the *Learning Leaders* program
19. Building Principal meets with the PA Executive Board and the PC to reflect on and evaluate parent activities.

**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).

Before the beginning of the new school year (August) invite incoming Kindergarten families to an open house for welcome and orientation.  
 In September 2013 schedule and hold parent orientation meetings by grade.  
 From October 2013 to June 2014, offer informational Parent workshops on topics such as but not limited to: the CCLS, standardized testing, test preparation/practice, and home support with the CCLS,  
 From November 2013 to June 2014, schedule and hold monthly “Family Nights” on a variety of themes  
 From October 2013 to June 2014, the Parent Coordinator will schedule and facilitate meetings and workshops on topics such as: understanding standardized testing, preparing children for exams, test taking strategies, understanding the CCLS, understanding student report cards.  
 From October 2013 to June 2014, offer GED and/or ESL Parent Classes are offered in order to provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.  
 From October 2013 to June 2014 translation and interpretation services are available for “Family Nights” and Workshops.  
 From October 2013 to June 2014 parents are invited to writing celebrations and our *Curriculum Expo* to highlight student achievement in literacy and demonstrate ways to support students in literacy development through academic content.  
 During parent teacher conferences in November 2013 and March 2014, distribute DOE information and materials on a variety of topics.  
 Hold our annual Scholastic Book Fair during parent teacher conferences. The librarian is available to make suggestions and recommendations.  
 Hold our annual Curriculum Exposition to highlight students’ work.

**Budget and Resource Alignment**

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

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>X</b>	<b>Title IIA</b>	<b>X</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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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, 100% of teachers will possess a shared understanding of the competencies and the rubric from Charlotte Danielson's Framework for Teaching.

### 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.

- NY City wide expectation
- CCLS
- New System of Teacher Evaluation and Development

### 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

##### Allocation of Resources

Purchase of: "Enhancing Professional Practice: A Framework of Teaching" by Charlotte Danielson for every pedagogue as a resource and reference for PD sessions  
Administrative Team will use monthly grade conferences to enhance understanding of the New Teacher Evaluation System

##### Professional Development

All day overview sessions on the Danielson framework facilitated by the Grade Supervisors  
Every other week, follow up sessions with classroom teachers for in-depth examination of framework by item or domain (OTPS-once per month)  
Grade supervisors will use grade conferences to enhance understanding of the New Teacher Evaluation System

##### Administrative Responsibilities

Classroom observations to monitor implementation of the *Framework*  
Review teacher plan books for evidence of the implementation of the *Framework*  
Goal setting meetings between teachers and supervisor to differentiate objectives based on need and experience

##### Teacher Responsibilities

Teacher feedback and reflections vis-a-vis the *Framework*  
1. Goal setting meetings between teachers and supervisor to identify growth targets

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

##### Allocation of Resources

Building Principal

##### Professional Development

Grade Supervisors

##### Administrative Responsibilities

Administrative Team

##### Teacher Responsibilities

Classroom Teachers

Cluster Teachers

OTPs

RtI Providers

SETSS Providers

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

##### Allocation of Resources

By June 2013 100% of pedagogues received the resource literature (Danielson) that would guide our instructional focus for the school year 2013-2014.

**Professional Development**

100% of Administrators participated in job embedded training to engage in the calibration practice on the Danielson Framework. Administration and outsourced consultant designed and executed all day training.

100% Grade supervisors meet with their constituencies to comprehensively examine different components of the evaluation rubric and address any questions or concerns

Weekly cabinet meetings will incorporate webinars on the *New Teacher Evaluation System*

**Administrative Responsibilities**

Supervisors conduct formal and informal classroom observations based on teacher evaluation selections

Supervisors review teacher plan books

One to one meetings are held between teachers and supervisors to narrow the focus of the *Professional Growth Plan* that was designed by the local Administration

Administrator feedback and reflection, teacher feedback

**Teacher Responsibilities**

Teachers share informal (oral) and formal (written) feedback with grade supervisors

One to one meetings are held between teachers and supervisors to narrow the focus of the *Professional Growth Plan* that was designed by the local Administration

Administrator feedback and reflection, teacher feedback

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

**Allocation of Resources**

June 2013 – Adjust funding to purchase the *Danielson Framework*

**Professional Development**

September, October 2013 – Administrators participate in Danielson Training

September 2013 – Administrators meet with teacher constituencies to elucidate *Framework*

**Administrative Responsibilities**

September 2013 to June 2014 – field observations

September 2013 – one to one goal setting meetings

September 2013 – June 2014 - ongoing feedback and reflections

**Teacher Responsibilities**

September 2013 – June 2014 – plan and execute lessons that reflect the domains of the *Framework*

September 2013 – one to one goal setting meetings

September 2013 – June 2014 - ongoing feedback and reflections

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

**Allocation of Resources**

Adjust budget to fund the purchase of the researched based resource

Restructure the daily schedule to include an additional period for professional development

Prepare a schedule for formal and informal observations

**Professional Development**

Use the professional day in September to conduct 6 hours of training

Restructure the daily schedule to include an additional period for professional development

A portion of the PD sessions will be reserved for teacher feedback and reflection. Electronic reflection is acceptable.

**Administrative Responsibilities**

Prepare a schedule for formal and informal observations

Each supervisor randomly gathers teacher plan books for review of evidence of the domains of the *Framework*

One on one meetings are scheduled to discuss, clarify and/or adjust goals with teachers

Administrative cabinet meets to plan grade conferences and discuss evaluations. Immediate supervisors meet monthly with their respective grade teachers.

**Teachers Responsibilities**

Identify goals that reflect the domains of the *Framework*

Select and report the evaluation option to the Grade Supervisor

**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).

Not Applicable

***Budget and Resource Alignment***

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

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

### Academic Intervention Services (AIS)

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

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<p><b><u>Grades K-2</u></b></p> <ul style="list-style-type: none"> <li>• Guided reading</li> <li>• Shared reading</li> <li>• Independent reading</li> <li>• Interactive Writing</li> <li>• Shared Writing</li> <li>• <i>Foundations</i> Program with targeted students</li> <li>• Morning Literacy Program*</li> <li>• ESL Literacy Program *</li> <li>• Test Practice – NYSESLAT</li> <li>• Content Based Literacy</li> <li>• RtI</li> </ul> <p><b><u>Grades 3-5</u></b></p> <ul style="list-style-type: none"> <li>• Guided reading</li> <li>• Shared reading</li> <li>• Independent reading</li> <li>• Interactive Writing</li> <li>• Shared Writing</li> <li>• Saturday Literacy Academy</li> <li>• RtI</li> <li>• Wilson Multisensory</li> <li>• Early Morning <i>I Ready</i> program for SWDs</li> <li>• Early Morning program – grade 4, levels 1 &amp; 2.</li> </ul>	<p><b><u>Grades K-2</u></b></p> <p>Small group Whole Group Cluster Teachers Special Services Providers – SETSS, ESL</p> <p><b><u>Grades 3-5</u></b></p> <p>Small Group Whole Group Cluster Teachers Special Services Providers – SETSS, ESL Reading Specialists</p>	<p><b><u>Grades K-2</u></b></p> <p>* Before School During the school day Extended Day (grades 1-2)</p> <p><b><u>Grades 3-5</u></b></p> <p>* Before School During the school day Extended Day</p>
<b>Mathematics</b>	<p><b><u>Grades K-2</u></b></p> <p>Morning Math Program (1,2)* <i>Envision</i> Math Literature Based Math Instruction</p> <p><b><u>Grades 3-5</u></b></p> <p>Guided Math Literature Based Math Instruction Saturday Math Academy</p>	<p><b><u>Grades K-2</u></b></p> <p>Small Group Whole Group Math Based Literature Integrated Instruction</p> <p><b><u>Grades 3-5</u></b></p> <p>Small Group Whole Group</p>	<p><b><u>Grades K-2</u></b></p> <p>*Before School Extended Day</p> <p><b><u>Grades 3-5</u></b></p> <p>During School Day Saturdays</p>

	<p>Early Morning Math Program for SWDs</p> <ul style="list-style-type: none"> <li>• Early Morning program – grade 4 &amp;5, levels 1 &amp; 2.</li> <li>• Thematic Instruction</li> <li>• Enrichment Math</li> </ul>	Math Based Literature Integrated Instruction	
<b>Science</b>	<ul style="list-style-type: none"> <li>*Science enrichment program (K-5)</li> <li>*Cluster programs will be aligned to the CCLS and Depth of Knowledge levels.</li> <li>*Cluster programs for grades K-5 focus on interpreting written material as well as performing hands-on experiments and labs. Across the grades, additional time has been scheduled for class groups to examine a hypothesis and prove or disapprove it through labs that include research, manipulatives and scientific tools. Beginning in March, our fourth grade classes will be schedule for more lab time.</li> <li>* Literature Based Science Instruction</li> <li>* Saturday Science Academy for fourth grade students begins in May 2014</li> </ul>	<p>Small Group Whole Group</p> <p>Science Based Literature Integrated Instruction</p>	<p>During School Day</p> <p>Saturdays</p>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>* The focus of grades K-2 will be on the development of social studies vocabulary and content understandings as well as literacy.</li> <li>*The units of study will be aligned to the CCLS, DOK levels and the NYC Scope and Sequence.</li> <li>* The emphasis of the instructional program emphasis will be on content understandings and document interpretation for grades 3 - 5.</li> <li>*The units of study will be aligned to the CCLS, DOK levels and the NYC Scope and Sequence.</li> <li>*Guidance will be provided in reading authentic historical documents, constructing short responses and writing convincing, well organized essays.</li> <li>* Literature Based Social Studies Instruction</li> </ul>	<p>Small Group Whole Group</p> <p>Social Studies Based Literature Integrated Instruction</p>	<p>During School Day</p>
<b>At-risk services (e.g. provided by the</b>	* 2 counselors to address students'	Large Group Conferences with parents	On going

<p><b>Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<p>needs</p> <ul style="list-style-type: none"> <li>* Coordinated/aligned efforts between guidance counselors, parent coordinator and administrators to support students at risk.</li> <li>* RTI Team Meetings to discuss, support and prepare intervention plans for children at risk.</li> <li>* Counselor-Teacher articulation to align student support will be increased as follows: K – 2: two times per week, 3-5: two times per week.</li> <li>* Counselor-Teacher articulation to align student support</li> <li>* Networking with outside agencies for referrals of students in need.</li> <li>* Support from Mosholu-Montefiore Clinic for students in need of counseling</li> <li>* Proactive approach by having parent workshops and conversations with parents on topics of their interest.</li> <li>* Individual and group counseling as well as in-classroom interventions for children at risk.</li> <li>* Counselor-Teacher articulation to align student support</li> <li>* Networking with outside agencies for referral of students in need.</li> </ul>	<p>Small Group Conferences One-to-one RTI meetings with providers, counselors, parents One on one counseling with students Small Group Counseling</p>	<p>During the school day After School</p>
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- A. 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.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p><b>Recruitment and Retention</b> For the past four school years, the teacher turnover rate has been less than 1%.</p> <p><b>Assignments and Support</b> Every teacher participates in: goal setting meetings – Teachers meet with grade supervisors two times per year to set professional goals that identify areas for growth and development in their craft (pedagogy &amp; methodology), maximize knowledge and understanding of the Common Core Learning Standards and the New Teacher Evaluation System and identify ways that supervisors can support this growth and development.</p>

**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).
<p>Professional Development Opportunities: In house coaches for math &amp; literacy present workshops and model strategies. The professional development team writes and/or adapts specific grade curriculum. The literacy professional development team includes teachers, Assistant Principals and the literacy coach. Capacity building and leadership development is fostered through turnkey training. The Assistant Principals also use their grade meetings to deliver training. The Teachers College consultants work with our teachers by grade, interest and need. Afterschool Professional Development – Meetings are held to extend the conversations addressed in the forums cited above. Other opportunities include: Teachers College workshops, OELL (teachers of ELLs), CFN 109 workshops, Wilson workshops (Special Education providers), in-house workshop series for teachers of ELLs, computer workshops. To maximize supervisory effectiveness with teachers, our administrative staff participates in: Harvard University program for administrators, TC study groups, technology conferences, CFN workshops, meetings and conferences for supervisors, ELI training. In addition, the following activities take place throughout the year:</p> <ul style="list-style-type: none"> <li>- Monthly meetings with supervisors by grade</li> <li>- One on one meetings with supervisors based on need and interest</li> <li>- Formal and informal feedback on instruction</li> <li>- Plan book feedback</li> <li>- Feedback on student portfolios</li> <li>- Peer to peer coaching through team teaching</li> <li>- Push in models to support collaborative teaching</li> <li>- Mentoring of new teachers</li> <li>- Weekly Teacher Team Meetings</li> <li>- The addition of an education consultant assigned to work with the special education teachers and students</li> </ul> <p>Teachers are matched to their areas of expertise, licensing and interest. Funding is adjusted to sponsor teachers to participate in activities that respond to teacher interests, strengths and needs so as to enhance our instructional programs.</p> <p>Supervisors collaborate with and mentor administrative interns.</p>

**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 <b><u>the intent and purpose</u></b> programs
--

whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Yearlong programs funded under Title I & Title III have been designed to focus on the comprehension and interpretation of informational text. These programs are offered on a rotating basis to allow for maximum student participation. They are offered before school, Saturdays & in the summer. Subset populations such as Special Education and ELLs are targeted for specific instructional methodologies that best address the needs of these populations. The professional development component and licensing requirements of the Title III program ensure that highly qualified teachers provide the necessary service in this priority area.

The *set asides* are used to provide professional development series that ensure that highly qualified teachers provide instruction in our targeted area. NYSTL funding will be used to purchase instructional materials and supplies that promote this goal.

40% of the seating in all enrichment and tutorial programs will be reserved for STHs, ELLs, Special Education students, intervention students, and newly enrolled students.

A portion of the STH funding is used to purchase school supplies for qualifying students in Temporary Housing.

### **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.).

Early Childhood Assistant Principal in conjunction with the school's Early Childhood Literacy Coach and Parent Coordinator will outreach to neighboring Pre-School Programs within DOE schools and Community Based Organizations to arrange for open-house sessions and school tours.

#### **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.

Assessments chosen are aligned to CCLS and based on applicable units of study across subject areas. The literacy professional development team takes an active role in adjusting and modifying assessments (i.e . rubrics, checklists, etc) to address the needs of the children.

### **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.

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**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. This document has been uploaded to our school website. It can be accessed via the following link: [HTTP://WWW.PS8BRONX.COM/PARENT-MEMO-S](http://www.ps8bronx.com/parent-memo-s). Our school will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

## **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>10</b>	Borough <b>Bronx</b>	School Number <b>008</b>
School Name <b>The Isaac Varian School - P.S. 8</b>		

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

Principal <b>Rosa Maria Peralta</b>	Assistant Principal <b>Claudia Tahiraj</b>
Coach <b>Marilyn Serrano</b>	Coach
ESL Teacher <b>Mirjana Lukic</b>	Guidance Counselor <b>Jorge Mejia</b>
Teacher/Subject Area <b>Rosangela Pichardo</b>	Parent <b>Veronica Pacheco</b>
Teacher/Subject Area	Parent Coordinator <b>Michelle Capo</b>
Related Service Provider <b>type here</b>	Other <b>Raquel Ruppert, ESL Coord.</b>
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1198</b>	Total number of ELLs	<b>328</b>	ELLs as share of total student population (%)	<b>27.38%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

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

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	1	1	1											3
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In	3	3	3	1	3	3								16
Pull-out	3	3	1	2	3	3								15
<b>Total</b>	7	7	5	3	6	6	0	0	0	0	0	0	0	34

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	328	Newcomers (ELLs receiving service 0-3 years)	279	ELL Students with Disabilities	41
SIFE		ELLs receiving service 4-6 years	49	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	77			0			0			77
Dual Language				0						0
ESL	202	10	16	56		17	0			258
Total	279	10	16	56	0	17	0	0	0	335

Number of ELLs who have an alternate placement paraprofessional: 3

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	25	27	25	0	0	0								77
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>25</b>	<b>27</b>	<b>25</b>	<b>0</b>	<b>77</b>									

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	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	21	39	32	33	35	47								207
Chinese	2	3	3	1	1	2								12
Russian														0
Bengali	1		2	3		2								8
Urdu			5		1									6
Arabic		1	3											4
Haitian						1								1
French					1									1
Korean					1									1
Punjabi														0
Polish														0
Albanian	5	1	1											7
Other		2	2											4
<b>TOTAL</b>	29	46	48	37	39	52	0	0	0	0	0	0	0	251

## 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)	30	6	10	6	9	5								66

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)		25	31	8	20	21								105
Advanced (A)	24	42	32	21	10	28								157
Total	54	73	73	35	39	54	0	0	0	0	0	0	0	328

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	12	21	4	0	37
4	14	20	5	0	39
5	14	31	6	1	52
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	6	3	18	4	3	2	1	0	37
4	5	4	18	5	3	3	1	0	39
5	8	2	27	6	7	2	0	0	52
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	2	3	5	17	5	5	0	39
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.  
ELA- For all grades and students: TCRWP running records based on the National Standards and Fountas and Pinnel. For bilingual students: STARS (Strategies To Achieve Reading Success) and the ELE. For grades 3 – 5: ELA pre and post assessment task, baseline, midline and end line writing samples based on the TC writing continuum, New York State ELA Assessment. For grade 2: RAI (Reading for Application and Instruction). Mathematics – For all grades: Unit and End Term Assessments, Performance Based Tasks. For grade 2: MAI (Mathematics for Application and Instruction). For grades 3 – 5: NYS Assessment in mathematics. For grade 4 – NYS Science PET test.  
Curriculum-Based Assessments (CBA) for all grades - Assessment of individual student's skills and needs using classroom curriculum materials.  
Curriculum-Based Measures (CBM) for all grades - Standardized, brief, timed assessments in reading, math and written expression that measure a student's status compared to peers and over time.  
For the 2012-2013 administrations of the State Tests for ELA and Math, more than half of the ELLs across the testing grades scored at level 2 as follows: ELA - Grade 3 – 56%, Grade 4 – 52%, Grade 5 – 60%; Math - Grade 3 – 60%, Grade 4 – 59%, Grade 5 – 60%. The level with the next highest numbers was level 1. Approximately one third of all students tested at this level. Fewer than 3% scored at level 4. On the NYS Science test, more than half of ELL fourth graders scored at level 3, 56%, while 13% scored at level 4, 20% at level 2 and 11% at level 1.  
Insights and Instructional Plans – The CCSS articulate rigorous grade-level expectations focused on higher order thinking processes in the areas of speaking, listening, reading, and writing. We have planned professional development opportunities and formed teacher teams that help educators:  set up literacy-rich environments that immerse ELLs in a variety of language experiences;  plan instruction that develops foundational skills in English so that ELLs can participate fully in grade-level work;  plan learning experiences that are comprehensible for students;  plan opportunities for classroom discourse and interaction that fosters communicative strengths;  plan learning experiences that integrate language and content objectives.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
In grades 1, 2, 4 and 5, most of the ELLs are on the intermediate and advanced levels. In grade 3, most of our ELLs are on the advanced level. In Kindergarten the bulk of our ELLs are beginners. Overall, our ELLs do best in the following subtests, in descending order: speaking, listening, 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](#))  
Due to changes in the State reporting of NYSESLAT results, modality data was not available on the RNMR for the 2012-2013 testing cycle.  
In ELA, Limited English Proficient students met the participation and performance criteria to make Adequate Yearly Progress (AYP). 100% of ELLs enrolled were tested during the test administration period and had valid test scores. ELLs had a Performance Index greater than or equal to the Effective Annual Measurable Objective (EAMO) and the Safe Harbor Target.  
  
In Math, 100% of ELLs enrolled during the test administration period were tested and had valid test scores. ELLs had a Performance Index greater than or equal to the Effective Annual Measurable Objective (EAMO) and the Safe Harbor Target.  
  
In Science ELLs tested met the participation and performance criteria (made AYP). ELLs had a PI greater than or equal to the EAMO or Progress Target.  
We will continue our practice of carefully identifying the ELLs required to take the State standardized tests and administer these within the testing window. Given the current trends of test content and the demands of the CCLS, will continue to emphasize contextualized teaching of academic language in all of our instructional programs.
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?

Patterns - ELLs in their first or second year of English language acquisition are still in need of scaffolded support in the foundational strands of listening and speaking. ELLs receiving services for 3 or more years, holdovers, special education students and students at risk have needs more related to reading and writing skills. The performance of ELLs on translated tests is greatly affected by the language of instruction. Where the delivery of the content and instruction was presented in the native language, the students fared better on the translated tests. Where instruction was provided in English, translated tests failed to make a significant difference in student performance.

ELL Periodic Assessments - P.S. 8 has elected NOT to participate in ELL periodic assessments. Interim progress is assessed through school wide instruments identified in #1 above and teacher made instruments.

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](#).)
  - The school uses data-based universal screenings such as the CBM (Curriculum-Based Measures) to identify students in need of various tiers of services delivery (assessments, problem solving procedures and interventions).
  - Through CBAs (Curriculum-Based Assessments), determine what the ELL knows and needs to be taught in order to guide instruction.
  - Match evidence-based interventions with students' needs. Based on student challenges, allocate services in a timely fashion.
  - Set reasonable but rigorous goals and monitor progress frequently with high quality, feasible assessments such as CBBMs.
  - Use data to determine when interventions are effective and adjust them when they are not.
  - We communicate progress to parents at predictable intervals as well as whenever necessary after instructional units or learning blocks.
  - We refrain from leaping to a formal referral for disability screening until all ELL issues have been ruled out.
6. How do you make sure that a child's second language development is considered in instructional decisions?

Upon request: \* classrooms are supplied with bilingual dictionaries based on the ELLs represented in the classes, \* Spanish language mathematics textbooks and resources are made available, \* classroom libraries are stocked with dual language or native language trade books. \* The school library stocks dual language books as well as books in every one of the high incidence home languages represented in the school. \* Spanish language and dual language software has been installed in the classroom computers as well as in the computer lab \* Parent workshops are delivered in either translated formats or in the home language. \* The school has subscriptions and/or access to websites that support second language development.
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?

Not Applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of our ELL programs is evaluated through student performance as reflected in: program end products, the school progress report, Acuity, post running records (TCRWP), midline and end line writing samples, progression along the writing continuum, performance based tasks, CBAs, CBMs and the following standardized tests: NYSESLAT, NYS ELA test, NYS Mathematics test, RAI, MAI, NYS PET and the ELE .

## 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](#).)

Step One: The identification of ELLs begins when parents first enroll their children in our school. The Home Language Identification Survey is among the established packet of forms given to the parents of new entrants and is the first ELL screening

instrument that reflects what language the child speaks at home. The pedagogues that discuss the language of the home with the families are bilingual, duly licensed in ESL and trained in the student intake procedures. These are: Mirjana Lukic [Eng/Albanian], Katrina Nrekic Eng/Albanian], Carmen Salgado [Eng/Spanish], as well as the ESL Coordinator, Raquel Ruppert. They assist the parents in completing the HLIS which is available in nine languages. Because it is required that the prospective student be present, pedagogues are able to interview the student to confirm the information given. The pedagogues that interview the students are cited above. The children are asked questions in English to verify language dominance. If another language is predominantly spoken by the child, the ELL specialist assigns the corresponding OTELE code for that language. The child is then listed and scheduled for entitlement testing. For transferees, the ESL coordinator runs an RPOB ATS report to determine the home language, as well as an RLAB and RLAT to determine previous eligibility and entitlement. Step Two – Within 10 school days the new entrants are assessed for entitlement using the revised Language Assessment Battery (LAB – R) and, for Spanish speaking students, the Spanish LAB. The pedagogues that administer the LAB- R are cited in Step One above. Step Three – Within 10 days of the entitlement identification process, the ESL Coordinator, invites parents to translated meetings that are held to inform, explain and describe the different ELL programs that are available. At the time of this orientation, parents are given translated materials about our ELL programs and shown the DOE video on second language programs in the relevant language. Assistance from a translator is sought for languages not available on the video. The Parent Survey and Program Selection forms, which indicate the program choice are completed and collected at this meeting. Step Four – Within the first two weeks of school:

- both newly entitled ELLs and previously entitled transferees with an “SP” OTELE code are placed in the grade appropriate heterogeneous bilingual class (when available),
- ELLs with other OTELE codes are added to the case load of the responsible free-standing ELL provider or placed in the appropriate ESL self contained class, if available.

Step Five – On the first day of program participation, the bilingual or ESL teachers distribute multilingual parent notification of program entitlement and participation to newly entitled students or continuing ELLs. The notification also invites parents with yet lingering questions or concerns to meet with the supervisor of ELL programs, Ms. Farah Chowdry (assistant principal), the ESL coordinator, Ms. Raquel Ruppert or the ESL provider for their child’s grade. Annually, the progress of ELLs is measured via the New York State English as a Second Language Achievement Test (NYSESLAT). The exam is administered to all students receiving ELL services. Students with special education needs are tested with modifications as specified on their IEPs (Individualized Educational Plan).

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.
 

Step 1 -Within 10 days of the entitlement identification process, the ESL Coordinator, Raquel Ruppert, invites parents to translated meetings that are held to inform, explain and describe the different ELL programs that are available. This is done through a letter sent home in four languages. The meeting is held on or about September 20th in the school's newly renovated library. At this orientation meeting, parents are given translated materials about our ELL programs and shown the DOE video on second language programs in relevant language. Assistance from a translator is sought for languages not available on the video. The Parent Survey and Program Selection forms, which indicate the program choice, are completed and collected at this meeting.

Step 2 - On the first day of program participation the bilingual and ESL teachers distribute multilingual notification of program entitlement and participation to entitled students to take home to parents. The notification invites parents with yet lingering questions or concerns to meet individually with the supervisor of ELL programs, Ms. Farah Chowdry (Assistant Principal), and/or the ESL Coordinator, Ms. Raquel Ruppert. Step 3 - A second meeting is held within seven days to offer another opportunity for orientation and parent choices to the parents who were unable to attend the first meeting. The additional parent survey and program selection forms are collected at this second meeting. Step 4 - In addition, parents are offered the opportunity to meet individually with the ESL Coordinator. Parent survey and program selection forms are completed individually. All forms collected are kept on file in a repository of ELL documents maintained in the main office.

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 [\[see tool kit\]](#).)
 

Entitlement Letters - To ensure that entitlement letters are distributed, each bilingual teacher and each ESL provider hand delivers the multilingual letters to the participating students on the first day of program participation to take home to parents. The letter includes a returnable tear-off portion acknowledging receipt of the notification by a parent signature. The notification invites parents with yet lingering questions or concerns to meet with the supervisor of ELL programs, Ms. Farah Chowdry (assistant principal), or the ESL coordinator, Ms. Raquel Ruppert. The Parent Survey and Program Selection forms are distributed at two or more meetings. One meeting is held for the Spanish speaking parents wherein the DOE orientation video contained in the LAP Tool Kit is shown. Subsequent meetings are held for parents of all other entitled students who speak languages other than Spanish. The DOE orientation video from the LAP tool kit is shown in all of the languages represented. After questions and

concerns are addressed and/or entertained, the survey and selection forms are completed, collected and stored.

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.

To be placed in bilingual programs: ✓Child must have an OTELE code of "SP," - Parents are interviewed in their native language and assistance is provided with the completion of the HLIS form which is made available in the home language. The child is also interviewed in English and the native language, where possible, to confirm the information on the HLIS. ✓Child must have a higher score on the Spanish LAB as compared to the LAB R. The parents are notified of class placement through a translated letter sent home with the student. The parents are invited to come discuss the information with the building principal and/or the ESL Coordinator. To receive freestanding or self contained ESL services: ✓Child must have an OTELE code other than "SP" or "NO," Parents are interviewed in their native language and assistance is provided with the completion of the HLIS form which is made available in the home language. The child is also interviewed in English and the native language, where possible, to confirm the information on the HLIS. ✓Child must have received an entitlement score on the LAB R or on the most recent administration of the NYSESLAT. The parents are notified of class/program placement through a translated letter sent home with the student. The parents are invited to come discuss the information with the building principal and/or the ESL Coordinator. The procedure is delineated in item 1 above and summarized as follows: Step One: The translated Home Language Identification Survey is administered by bilingual pedagogues to determine eligibility for entitlement testing. Step Two – Within 10 school days Language Assessment Battery Revised (LAB – R) and, for Spanish speaking students, the Spanish LAB. [For transferees, the ESL coordinator runs an RPOB ATS report to determine the home language, as well as an RLAB and RLAT to determine previous eligibility and entitlement.] Step Three – Within 10 days of the entitlement identification process, translated orientation meetings for parents concerning the different ELL programs that are available. The DOE orientation video is shown in the appropriate language. The translated Parent Survey and Program Selection forms are completed and collected at this meeting. Step Four – Within the first two weeks of school: • both newly entitled ELLs and previously entitled transferees with an "SP" OTELE code are placed in the grade appropriate heterogeneous bilingual class (when available), • ELLs with other OTELE codes are added to the case load of the responsible free-standing ELL provider or placed in the appropriate ESL self contained class, if available. Step Five – On the first day of program participation, the bilingual or ESL teachers distribute multilingual parent notification of program entitlement and participation to newly entitled students or continuing ELLs. Questions and concerns are entertained. The notification also invites parents with yet lingering questions or concerns to meet with the supervisor of ELL programs, Ms. Farah Chowdry (assistant principal), the ESL coordinator, Ms. Raquel Ruppert or the ESL provider for their child's grade.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The Testing Coordinators and the ESL Coordinator work together to identify the ELL students required to take the NYSESLAT. This includes meticulously examining the information on the RLAT report retrieved from ATS, the SEC report and the participation lists provided by the ELL service providers. The LAB-R records of handscored tests are also consulted. All modifications stipulated on ELL students' IEPs are followed. The testing times and conditions indicated in the test administrator's guide are adhered to strictly. Any questions or concerns on the part of the classroom teachers are addressed well in advance of the administration day. Two proctors are present for each group of ELLs tested. All subtests and make-ups are administered within the NYS testing window of dates.

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. 

Of the parents responding, parents preferring a bilingual program [Span/Eng] = 31; parents preferring an ESL program = 28; parents preferring a dual language program = 1. 97% of TBE requests have been honored. Two requests were made for bilingual placement in grades 3 & 4. Because we do not have bilingual classes in these grades, the parents were offered placement in other schools but this option was rejected. Currently there is one bilingual class in each of the following grades: K, 1, 2. We will provide bilingual settings for these classes as they transition up through the grades in subsequent years. By the beginning of the 2016- 2017 school year we will have reinstated one bilingual class for each of the grades within our school to better accommodate the unfolding trends in program choices. The staff needed to accomplish this is already part of the school faculty. 100% of freestanding ESL requests have been honored.

3. The students whose parents request a bilingual or a dual language program will be directed to the website "ELLProgramTransfers@schools.nyc.gov."

4. If there are 15 or more students with the same home language, and in the same or two contiguous grades, the school will open a bilingual class.

## 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])?

Our organizational models include: ^ heterogeneous transitional bilingual classes in grades K, 1 & 2, and ^ freestanding push-in and pullout services in grades K-5. The instructional groups within the models are formed based on language proficiency as well as flexible grouping based on need. The instructional strategies for all models include but are not limited to: content based English language learning, integrated & applied learning connecting the four strands of language acquisition (listening, speaking, reading and writing), bridging the disciplines, LEA, project based learning, differentiated instruction and field trips. The TBE (Transitional Bilingual Education) programs include language arts and subject matter instruction in the students' native language and English as well as intensive instruction in English as a Second Language. As the student develops English proficiency using the strengthened knowledge and academic skills acquired in the native language, instruction in English increases and native language instruction decreases. The Freestanding English as a Second Language (ESL) program provides all language arts and subject matter instruction in English through the use of specific instructional strategies. Support in the native language is sometimes made available. Freestanding ESL instruction is coordinated and developed through ongoing articulation with classroom teachers. ESL methodologies are infused across the disciplines. Instructional materials that under gird academic language development in English and Spanish have been purchased and placed in the classrooms. Native language arts are part of the instructional program of the bilingual classrooms. However, ESL is also taught through the disciplines of social studies, science, and mathematics so as to build academic language in English as specified in the NYS CCSS. Teacher program cards and plan books are reviewed by the grade supervisors to insure that the mandated number of minutes of English and Native Language instruction is provided.

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)?

Native language arts instruction and ESL is provided by duly licensed bilingual teachers in the bilingual classrooms through quality based literature, trade books and textbooks. ELA and ESL are also taught through the disciplines of social studies, science, and mathematics so as to make advances in the students' academic language acquisition as well as facilitate the transition of students to monolingual classes. Teacher program cards and plan books are reviewed by the grade supervisors to insure that the mandated number of minutes of English and Native Language instruction is provided. ELLs in the freestanding program receive services within their classrooms for Proficiency Level "A." Students at a Beginners and Intermediate performance level on the NYSESLAT receive one period of ESL instruction within their classrooms and are pulled out for their second period of ESL instruction in a focused and intense format. Beginners and Intermediates receive 360 minutes of instruction in English as a Second Language per week. Students on the Advanced performance level on the NYSESLAT receive 180 minutes per week of ESL instruction in the format described above.

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.

In the bilingual classrooms students are held to all state standards for all disciplines. ELA and ESL are also taught through the disciplines of social studies, science, and mathematics so as to make advances in academic language acquisition as well as facilitate the transition of students to monolingual classes. Freestanding ESL instruction is coordinated and developed through ongoing articulation with classroom teachers so as to maximize alignment of goals and objectives. The instructional strategies for all models include but are not limited to: content based English language learning, integrated & applied learning connecting the four strands of language acquisition (listening, speaking, reading and writing), bridging the disciplines, LEA, project based learning, differentiated instruction, scaffolding, bilingual and dual language classroom libraries and reference resources, picture books, low readability/high interest books across the grades, buddy reading and peer partnerships, and field trips. Smart boards, laptops, Elmos and websites dedicated to English language learning are part of the approaches and resources employed to help meet the demands of the CCSS vis-à-vis the NYS standards for ESL.

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

Native language achievement is evaluated through teacher made unit tests, midline and endline writing samples, progression

along the writing continuum, performance tasks by discipline, one-to-one reading and writing conferences with students, CBMs and CBAs, and the ELE.

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

English language learning is evaluated through teacher made unit tests, midline and endline writing samples, progression along the writing continuum, performance tasks by discipline, one-to-one reading and writing conferences with students, interim periodic assessments, NYSESLAT field tests, the NYSESLAT and the ELA, as well as CBAs and CBMs.

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).

a. SIFE: • Revisit basic concepts and skills such as recalling facts, terms, understandings. • Focus on directional words and prepositions embedded in written and verbal directions, • Foster opportunities to summarize directions, • Regularly scheduled practice in reducing verbal directions to steps, • Weekly practice in note taking after the oral reading of a nonfiction as well as fictional selection, • Setting objectives and providing feedback that narrow the focus for students and assist students in self monitoring, • Small group assignment, • Flexible and fluid grouping based on need, • AIS, • Extended day participation, • Participation in Saturday academies and summer school.

b. NEWCOMERS: • Use of visual stimuli that maximize comprehension and prompt and guide oral participation, • Integrated and varied opportunities for nonlinguistic representations, • creating graphic representations, • making physical models, • generating mental pictures, • drawing pictures and pictographs, • engaging in kinesthetic activities. Opportunities for oral participation to explain and justify their nonlinguistic representations: panel discussions, debate teams, individual reporting, • Small group assignment, • Flexible and fluid grouping based on need, • AIS, • Extended day participation, • Participation in Saturday academies and summer school. Practice tests and simulations are part of all the support programs for ELLs as well as part of the classroom curricula of the ELL homerooms. Practice tests are downloaded in Spanish and used for students in the bilingual programs.

c. ELLS Served for 4-6 years: • Use of cues, questions and advance organizers to enhance students' ability to retrieve, use, and organize what they already know about a topic, • Focus on the information that is critical to students' understanding of the topic at hand, rather than on what is unusual or interesting about the topic, • Higher-level questions that require analytic thinking and produce deeper learning rather than lower-level questions that simply require students to recall or recognize information, • Guide learning using questions before a learning experience to help students develop a framework for processing information, • Small group assignment, • Flexible and fluid grouping based on need, • AIS, • Extended day participation, • Participation in Saturday academies and summer school, • practice tests and simulations.

d. Long-Term ELLs – We know that long term ELLs are characterized by higher performance levels in the Listening/Speaking modalities. These students have a near-native level of speech and oral comprehension. These students are challenged with higher order oral questions and activities to apply conceptual knowledge and assigned tasks that make demands on their conversational abilities and are intellectually demanding. Because these students have developed a conversational ability, they may sound fluent. However, their daily schoolwork and exams may not reflect this level of fluency. Goals for this category of students include developing their academic language to grade level and age expectancies and using their strengths in the Listening/Speaking modalities as the conduits toward improved academic discourse and interpretation. Opportunities are provided for the students to demonstrate and stretch their understandings through panel discussions, debates, oral presentations.

e. Former ELLs - \* Access prior knowledge and build background, \* Anticipatory sets that engage the learner, \* Explicit content objectives that enhance academic language, \* Higher order questioning, \* Cooperative group work within heterogeneous groupings that include native speakers of English, \* Scaffolded learning, \* Guided practice.

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?

Setting learning objectives for these students helps focus the direction for learning and is particularly important. The sense of being overwhelmed by trying to learn a new language AND content knowledge can be assuaged when students are told exactly what they are going to learn and the intended outcomes. Specific content objectives and language objectives are set to establish a target. These are aligned and/or prompted by the students' individualized educational plans (IEPs). There are goals and objectives set for each curricular discipline as well, i.e., social studies, science, mathematics, etc. Every effort is made to add non linguistic strategies and techniques to the pedagogy of these students. There is extensive use of visuals, manipulatives, miniature objects, realia, graphic organizers, attribute charts, tables, pictographs, pictograms, body movement and pantomime, high

frequency vocabulary, reduction of idiomatic expressions and personalized language. Opportunities are made available so that students may demonstrate learning through non linguistic representations and mediums such as dioramas, illustrations, use of visual stimuli to prompt and guide oral participation, integrated and varied opportunities for oral presentations: panel discussions, debate teams, individual reporting, and group development of templates to guide and facilitate oral presentations. Integrated and purposeful use of technology is well received and a less restrictive means to deliver as well as evaluate instruction for this subgroup.

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?

Curricular Flexibility - Streamline content by explicitly identifying essential vocabulary, content understandings, and expectations. Intermittently revisit these throughout the unit of instruction to anchor the "basics" of the unit; Preview lesson vocabulary and content; "Stack" the learning environment with visual stimuli that cue the memory of unit vocabulary and content.

Instructional Flexibility - Adjust questions to student's ability level, i.e., match the level of complexity or abstractness to fit the child; Pair students with higher achieving classmates; Engage students in discussion before addressing a task in order to draw out and practice the vocabulary needed to accomplish the task; Link new concepts to the new content to be learned; Flexible learning groups that form and/or dissolve based on student interests, needs, and abilities.

Scheduling flexibility - Break larger teaching/learning tasks into a number of smaller more manageable tasks, separated by short breaks in instruction; Intersperse less demanding task with more demanding tasks; Support students with their time management through wall clocks, timers, verbal reminders, peer time keepers, etc.

### 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:	Spanish		
Social Studies:	Spanish		
Math:	Spanish		
Science:	Spanish		

### 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

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

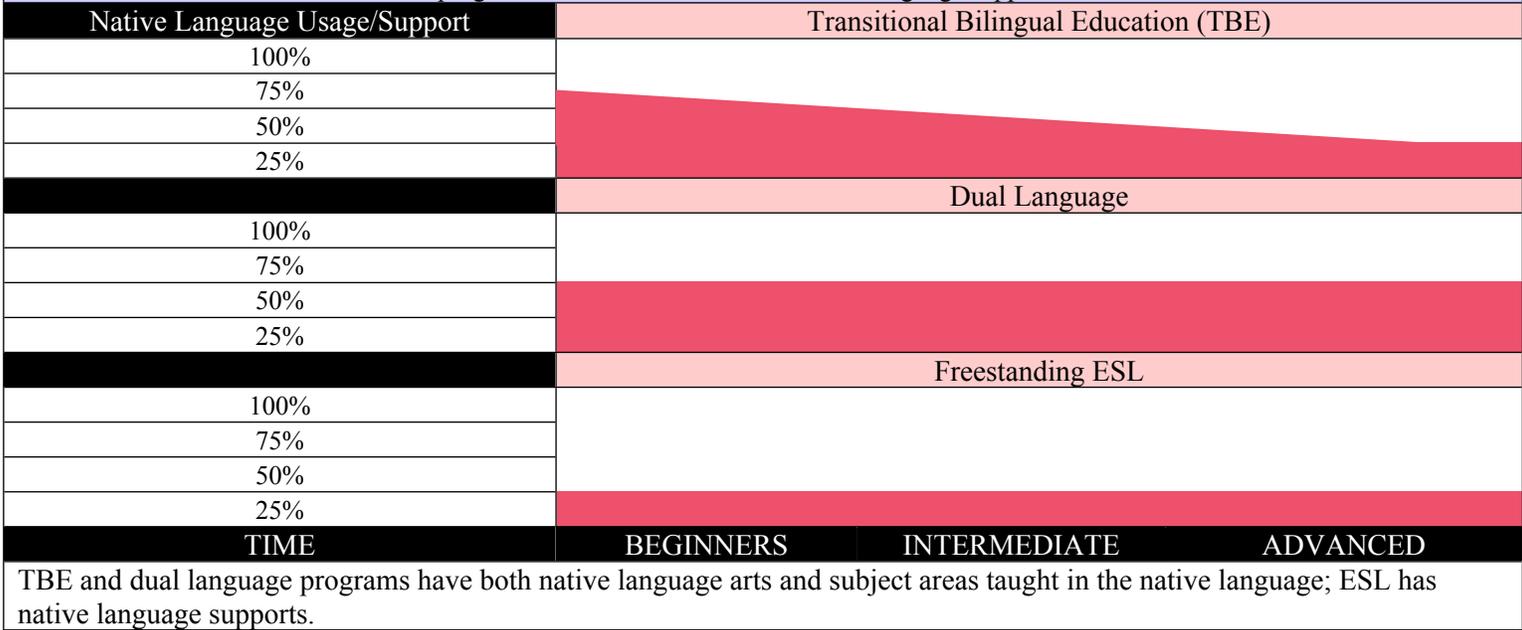
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

**Native Language Usage and Supports**

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



## 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.

ELLs with disabilities whose IEP recommends ESL or bilingual instruction -  AIS,  small group instruction,  thematic instruction based on student needs and weaknesses,  small group assignment based on periodic informal and formal assessments,  flexible and fluid grouping,  participation in extended day program,  participation in before school and Saturday programs using content based ESL,  articulation between SETSS and AIS providers to establish short and long term objectives based on goals set forth on IEPs.

ELL Newcomers -  AIS,  small group instruction,  small group assignment based on stage of oral language development [one word utterances, simple sentences, extended discourse],  flexible and fluid grouping,  participation in extended day program,  articulation between classroom teachers, AIS providers and extended day providers to establish short and long term objectives,  participation in before school and Saturday programs,  use of visual stimuli to prompt and guide oral participation,  integrated and varied opportunities for oral participation,  group development of templates to guide and facilitate oral presentations.

ELLs served 4 – 6 years -  AIS,  small group instruction,  small group assignment based on reading levels and skills,  participation in extended day program,  articulation between classroom teachers, AIS providers and extended day providers to establish short and long term objectives,  participation in before school and Saturday programs,  pervasive use of graphic organizers to support comprehension,  guided practice in using context clues to determine meaning,  teacher made recordings of content based material,  preview of content based concepts through trade books and classroom library,  expand background knowledge with a variety of learning experiences at school and through field trips,  systematic and routine paraphrasing opportunities for small groups and individual students,  extensive use of highlighters to distinguish the main idea from the supporting details of a selection,  consistently follow concrete experiences with written directions,  prominently display new vocabulary and promote its use in different and varied contexts.

Long Term ELLs - This school year the school has no students in this category. However, we have indicated best practices for this subgroup in 6.d above.

RTI for ELLs: Universal screening - Benchmark assessments such as CBAs are administered to prioritize students needing interventions. 1) Tier I addresses the core instructional program, working from the simple to the complex, communicating with common vocabulary and basic phrases. As students' comprehension increases, word and sentence complexity is increased. Other strategies used: ^Discuss support strategies with peers. ^Teach peers how to provide appropriate and effective supports. ^Show, model, use abbreviated directions and visuals, monitor understanding through narrowly spaced check points. ^Provide immediate feedback. 2) Tier II targets students needing additional help. These students are supported through activities such as: \*Listening Passage Preview, \* Paired and Choral Reading, \* Drill and Practice, \* Repeated Readings.

3) Tier III is for those requiring intensive intervention. These students are also supported through the sample activities already identified for Tier II.

For all tiers: Differentiated Instruction - adapt curriculum content, delivery of instruction and student end products to match students' ability levels, strengths and interest.

For all ELL groups - Saturday Academies in Reading, Math and Science, and Early Morning Programs in the four strands of language acquisition.

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

ELLs require lessons that explicitly state content learning objectives and language objectives. Teachers' plan books reflect an effort to develop these with clarity, relevance and in order of importance. Lesson templates demonstrate a concerted effort to identify the target vocabulary, skills and unit understandings for both language and academic content. In field observations, there is an increase in the use of approaches that integrate content and language objectives. The teacher effectiveness framework has been instrumental in supporting strong curriculum and lesson design.

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

New Programs -  In grades 3-5, uninterrupted block scheduling for ELA instruction;  School wide performance based tasks for mathematics;  Addition of one ESL teacher for push-in, pull-out services;  Addition of one second grade bilingual class;  AM ELA/Math enrichment sessions for level 1 ELLs – 50 sessions; Purchase of new materials – “Reading Trends” Curriculum Associates for Tier I intervention;  AM ELA & Math sessions for ELL students that receive special education services;  Purchase the “I ready” – computer program for ELA that provides immediate feedback to students.

Improvements - □ Continue the ELA and Math morning enrichment programs for ELLs in grades 1 - 5 with a closer alignment to the CCSS. □ Continue ELL morning programs for ELLs in grades 1-5 with a closer alignment to the CCSS. □ Continue Saturday Academies in ELA, Math and Science for ELLs in grades 3-5 with a closer alignment to the CCSS. □ Continue Parent Outreach programs through ESL & GED classes, Family Nights, Thematic Workshops in the Native Language or translated. □ Envision Math was added last year and will be continued accompanied by performance tasks, CBMs, CBAs and native language materials. □ We have added a fourth occupational therapist. □ We have added a fifth part time bilingual speech provider (English, Spanish). □ We have added a second music teacher. □ Based on the requirements of the CCLS and the demands of the New Teacher Effectiveness Framework, new curriculum units are being developed that combine content area (Non-Fiction) skills and understandings with English Language Arts instruction. □ One part time Guidance Counselor has been added. □ Two bilingual Assistant Principals have been added. □ Two new reading programs have been added: I-Ready, Reading Trends. □ Language development through photography has been expanded to include select classes in grades 2 – 5 and special education classes. □ Through the program, “Studio in a School,” language development through art and healthy living will be integrated in grade 4 □ The Botanical Garden will be expanded to include cluster teachers who serve ELLs. □ The “Feed the Hungry” program will involve our fifth grade students. □ The school wide schedule has been adjusted to include more PD sessions on a cyclical rotating basis. Each grade receives an additional period of PD on their designated week. Teachers meet with their supervisors to further examine the nuances of the Danielson framework.

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

Rosetta Stone subscriptions for grades 4 and 5 will not be renewed. Lack of teacher buy-in delayed implementation and compromised student achievement. "Finish Line" test practice materials for the NYSESLAT will not be purchased this year. Because of the changes in the test, this material no longer aligns with the items on the exam nor the CCSS.

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

Equal Access to All School Programs – A minimum of 40 % of the seats in any and all of our school programs are reserved for ELLs. Our ELL students participate in the following school programs: □ AIS, □ small group instruction, □ thematic instruction □ flexible and fluid grouping, □ extended day, □ before school programs, □ Saturday programs, □ summer school, □ guided reading groups, □ the debate team, □ at risk SETSS, □ library access, □ computer laboratory access, □ science laboratories, □ music program, □ visual arts program, □ math enrichment, □ social studies enrichment, □ science enrichment, and □ the physical education program. The extended year programs offered to ELLs take place before the school day at 7:00AM, on Saturdays and during winter intercession week in February. The goal of these programs is to enhance the language development of ELLs in the context of the CCLS. The rationale for the programs is that when explicit, targeted language instruction is provided to ELLs they are able to make advances in their acquisition of language including language objectives and content objectives.

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

Instructional Materials Used to Support ELLs – Native as well as English language textbooks and student workbooks, bilingual classroom libraries, dual language books, bilingual glossaries and dictionaries, native language DVDs and CDs for content instruction, native language books on CD, translated practice tests in mathematics, science and social studies, content based Big Books from the Newbridge collection, [www.ColorinColorado.org](http://www.ColorinColorado.org) – This free website offers strategies for student placement and assessment, best instructional practices, cutting-edge professional development webcasts; and a toolkit on effective outreach to Hispanic parents. The following technology is used to enhance the language development of ELLs: computer lab, smart boards, lap tops, DVD players, CD players, elmos and projectors. Content area materials also include: Science - FOSS kits, Mathematics - "Envision Math," and supplemental resources for social studies and science in the format of content area read alouds, Big Books and small group sets. Themes are planned, developed and executed based on the CCSS.

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

Native Language Support – TBE: Teachers alternate the language of the Reading/Writing workshop from day to day to insure literacy and language development of the two languages. Native language arts are also taught through the content areas. Classroom libraries are supplied with native language books in all genres and readability levels. Classrooms are supplied with native language Big Books across the disciplines and in all grades. Our Scholastic book fair features books in the native languages as well as in English. Our Family Nights provide take-home materials in the native language. Test translations are used. ESL: There is extensive use of the bilingual mode method. That is, questions/tasks are put to the student in English, responses/end products are accepted in the home language. Dual language books are available. Bilingual dictionaries are available. Native language glossaries are available. Content based ESL instruction is provided. Bilingual alternate placement paraprofessionals have been added. Bilingual peer helpers are used. Family Nights include activities in the native language.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Service providers tailor, modify, and customize instruction based on what they know about their students. Providers plan lessons and design classroom learning environments that are responsive to the full range of student needs based on grade and curricular expectations. All ELL students have access to targeted, rigorous instruction which includes additional support where needed, in order to meet state standards. Resources are purchased and/or updated to reflect student interests based on age, curricular demands based on grade, and technological advancements.
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.  
These students and their parents are invited to participate in: summer school, parent orientation in the summer for Kindergarten parents, fall parent orientations for grades 1 -5, walk throughs, school tours, parent/student activities, and monthly family nights. Throughout the year, our Bilingual Guidance Counselor and Parent Coordinator offer thematic workshops that address but are not limited to: navigating the local, district and DOE protocols, parenting concerns, the home-school connection, and adapting to the new curricular demands based on the CCLS. Every effort is made to maximize their participation in all offerings through advertisement flyers, person to person outreach and telephone contacts.
18. What language electives are offered to ELLs?  
Not Applicable
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable

## 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. Professional Development Plan – The school’s math coach is a former bilingual teacher who works closely with bilingual staff, making available all materials, resources and supports and is able to model lessons in the native language. The emphasis of these model lessons is on the alignment of the CCSS with the differentiated needs of the ELL students. ESL teachers share best practices with all teachers in planned and focused articulation meetings as well as in informal peer to peer meetings based on need and interest. Push in opportunities are used to model best practices when necessary.

2. One of our extended days (Thursdays) is used for professional development. On this day ESL teachers meet to discuss the CCSS and the Danielson Teacher Effectiveness Framework vis-à-vis the manifest needs of ELLs. Through Title III funding, grade band workshops are offered on a rotating basis on ELL lesson designs that integrate language objectives with content objectives, so as to make advances on these two fronts at once, as per the priorities outlined in the CCSS. Through autonomous funding, PD sessions will be offered in: \* aligning the CCSS with the needs of ELLs, \*RtI and ELLS. Bilingual and ESL teachers are dispersed throughout the Professional Activity groups so as to address the implications of instructional practice on ELLs. Teacher Teams generally include a bilingual classroom teacher and/or an ESL teacher. These teams plan and disseminate intervention lessons that differentiate instruction for the English language learner. The data that drives these interventions is taken from the NYSESLAT, NYS ELA test, NYS mathematics test, CBAs, CMAs, Acuity, Performance Based Tasks, and teacher observations. Bilingual and ESL teachers participate in the professional development offered through the TCRWP. We also avail ourselves of the opportunities offered by the OELL and the network, depending on the themes or topics offered. The school secretaries participate in the CFN 10 offerings on election day. The topics addressed include but are not limited to: ELL indicators in ATS, FAMIS parameters of ELL monies, and approved expenditures of grant monies. The Parent Coordinator also participates in the professional development offered by CFN 10. The topics include but are not limited to: acculturation of immigrant families, special needs of immigrant families, child abuse, fostering parent involvement, and surveying parent needs.

3. Staff Support - Fifth grade teachers meet with their grade supervisor to discuss middle schools that offer programs for ELLs. The school’s guidance counselor meets with the fifth grade teachers to examine the characteristics and opportunities offered for ELLs in particular middle schools. Middle school representatives hold meetings at our school to provide orientations to their programs and printed materials to the students and parents. Students are taken on school tours of the prospective middle schools.

4. Two venues are used to provide the Jose P hours: □ our regularly scheduled Professional Development days (Thursdays), □ series sessions scheduled for Saturdays and/or afterschool. Attendance sheets are maintained in the ELL document repository in the main office. Teachers who have transcript evidence of college courses on the subject of English language development for speakers of other languages are credited with the Jose P hours.

## 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. Parent Involvement - In the fall we hold translated Parent Orientation meetings by grade. These allow parents to formally meet their child's teacher and become acquainted with the curricula and materials of the child's new grade. Monthly calendars are sent to every home to maintain parents informed of special events such as assembly programs, trips, parent workshops and changes in the daily schedule. A digital lobby monitor informs and celebrates successes displaying photographs as well as pertinent information of upcoming events. As a component of the Mosholu Montefiore Health Clinic housed in our school, parents attend translated thematic workshops and participate in Saturday field trips with their children throughout NYC. During the work week, the Parent Coordinator plans, executes and translates thematic workshops based on parent interests and needs expressed.

Parent meetings are called by the administrative team to discuss topics such as the school report card, assessment data, promotional criteria and IEPs for the parents affected, changes in NYSED/DOE policy such as CCSS and changes to testing standardized testing instruments such as NYSITEL.

We have an active and involved Parent Association Executive Board that meets monthly with the building principal to discuss current topics and plan general membership meetings.

We offer Saturday parent/child workshops, and weekly GED and ESL classes.

We offer monthly family nights on a variety of topics of interest to the parents. Parents are invited to our writing celebrations, assembly programs and field trips.

The Mosholu Montefiore Community Programs and the Beacon Program offer after school recreational programs for our students. These include a parent component that offers evening ESL, exercise and crafts classes. All meetings and parent activities include interpretation services for LEP parents.

Written school information is translated into the four high incidence languages in our school population.

2. Partnerships – We will continue our affiliations with the Bronx Zoo, Botanical Gardens, Green Meadow Farms, Metropolitan Museum, the Lehman College Center for the Performing Arts, and Teachers' College. We will continue our relationship with the following community based organizations: the office of Councilman Oliver Koppel, the Office of the Bronx Borough President, the Norwood News, and Lehman College. These agencies and CBOs provide Adult Education classes and referral support to our parents and students.

3. Evaluating Parent Needs – Parent needs are made known through in house multilingual surveys, the Parent Coordinator, the PA Executive Board, classroom teachers, articulation with the teachers of the adult classes (GED, citizenship, ESL), and the NYC School Survey. In the fall, the DOE parent surveys are scrutinized carefully. Programs and activities are created in response to the needs and interests reflected. Parent Association meetings are held one evening per month. Parents are invited to make known their concerns and/or interests. The meeting is translated.

4. Addressing the Needs of the Parents – □Parents of recent immigrants may be unfamiliar with the U.S. education system. They may not know their rights, they may not understand what is expected of them, and they may not be familiar with the academic concepts such as “standards-based education.” Parents whose children attended school consistently in their native country may have a very different perspective about education and parental involvement than mainstream U.S. parents. Our workshops provide opportunities for orientation to a new educational system including policies and expectations of both students and parents. Our translated Parent Handbook, which familiarizes parents with our school in particular, is once again in production. □Our parent classes help to increase knowledge and skills of the participants so that they can actively participate in school activities and their children's education. □Our thematic meetings develop parents' understanding of matters such as transitioning to middle school, standardized assessments, student report cards and effective parenting. □Our collaboration with community agencies and CBOs inform our parents of community resources such as summer reading programs at the public library, free health care and tutorial opportunities for 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)
Rosa Maria Peralta	Principal		11/15/13
Claudia Tahiraj	Assistant Principal		11/15/13
Michelle Capo	Parent Coordinator		11/15/13
Mirjana Lukic	ESL Teacher		11/15/13
Veronica Pacheco	Parent		11/15/13
Rosangela Pichardo	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		
Marilyn Serrano	Coach		11/15/13
	Coach		
Jorge Mejia	Guidance Counselor		11/15/13
	Network Leader		
	Other		

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

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

DBN: 10X008 School Name: Briggs Avenue Academy P.S. 8

Cluster: 1 Network: 109

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

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

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

In order to determine the high incidence languages of our school, we retrieved the Home Language Aggregation report (RHLA) from the ATS menu. To confirm our findings, we retrieved the school wide RPOB report which includes the home language code for all active students. These reports were perused by the free standing ESL teachers in order to resolve discrepancies in collaboration with the Pupil Accounting Secretary. In addition, the cumulative records of the new entrants were examined to accurately report the OTELE code for students new to our school community. In descending order, the high incidence languages of our school are English, Spanish, Albanian and Bangla.

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.

In descending order, the high incidence languages of our school are English, Spanish, Albanian and Bangla. The Parents Association discussed translation/interpretation services during one of their PA meetings. The executive committee of the Parents Association was given a copy of the aggregated home language report. They have identified meeting translators from among the parent body for simultaneous oral translations during PA meetings. We also discussed our findings during our School Leadership Team meetings. The SLT members agreed that interpretation and translation services are justifiable budget items.

## Part B: Strategies and Activities

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

P.S.8 is fortunate to have a pool of pedagogical staff members literate and fluent in each of the high incidence languages, English, Spanish, Albanian and Arabic. One of our two guidance counselors are bilingual: English/Spanish. In addition, out of our pool of school aides numbering 17, 11 are bilingual in the following combinations: English/Spanish, English/Albanian, and English/Serbo-Croatian. Our principal's secretary as well as our pupil accounting secretary are bilingual: Spanish/English. Two of the four members of the administrative team are bilingual: Principal - English/Spanish, Assistant Principal - English/Albanian. Administrators, pedagogues and school aides are called upon to provide translation during Parent/Teacher conferences and meetings.

Whenever possible, we avail ourselves of the translated material available through the NYS and NYC educational websites.

A portion of our discretionary budget is set aside to fund translations, both written and oral as needed.

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

Having been given aggregated language information for our school, the Parents Association has identified meeting translators from among the parent body for simultaneous oral translations during PA meetings. Administrators, pedagogues and school aides are also called upon to provide translation during Parent/Teacher conferences and meetings. During parent/teacher conferences, the public address system broadcasts announcements in English, Spanish, Korean, Albanian and Arabic.

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>.

Written communications from the school are translated into the four highest incidence languages. This includes letters, fliers and posters. Bilingual report cards are used for the students in the bilingual classes. Our Parent Coordinator is bilingual, English/Spanish. Hard copies of the Parents Bill of Rights are distributed at the beginning of the school year in the four high incidence languages of our school: English, Spanish, Albanian, Bangla, and Korean. Signs indicating that interpretation and translations are available are prominently posted in the main lobby. Our safety plan is publicly available on line.



## 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: Public School 008	DBN: 10X008
Cluster Leader: Douglas Knecht	Network Leader: Maria Quail
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 290 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 checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 13 # of certified ESL/Bilingual teachers: 13 # 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: RATIONALE: Local and national achievement data show that English Language Learners (ELLs) lag behind their grade equivalent counterparts in their acquisition and application of academic language. To enhance our L2 programs, through Title III funding, ELLs in grades 1-5 will be offered before school and Saturday opportunities to further develop their literacy skills with respect to academic language. The emphasis of the programs will be on reading and writing academic English through the medium of content disciplines such as science, social studies and/or math depending on the area of greatest need as revealed in the most current testing and informational data. This will include the use of literature of various genres to maximize the integration of all aspects of language skills. The following represents our plan for before school and Saturday offerings:

PROGRAM #1: Before School ESL

SUBGROUPS & GRADE LEVELS: Grades 1 & 2

NUMBER OF STUDENTS SERVED: 90 - 135

SCHEDULE & DURATION: M - F; 7:00AM - 7:45 AM; Nov. 13, - Dec. 21, 2012

LANGUAGE of INSTRUCTION: English

# AND TYPES OF TEACHERS: 8 Teachers; Certified in ESL or Bilingual Education

TYPES OF MATERIALS: Content Based Literature of Various Genres

PROGRAM #2: Before School ESL

SUBGROUPS & GRADE LEVELS: Grades 3, 4, 5

NUMBER of STUDENTS SERVED: 80 - 120

SCHEDULE & DURATION: M - F; 7:00AM-7:45AM; April - May 2013

LANGUAGE of INSTRUCTION: English

# AND TYPES OF TEACHERS: 9 Teachers; Certified in ESL or Bilingual Education

TYPES OF MATERIALS: Content Based Literature of Various Genres

PROGRAM #3: Saturday ELA for ELLs

### Part B: Direct Instruction Supplemental Program Information

SUBGROUPS & GRADE LEVELS: Grades 3, 4, 5

NUMBER OF STUDENTS SERVED: 45

SCHEDULE & DURATION: Sat; 9:00AM-12:00PM; Nov. 2012 - April 2013

LANGUAGE OF INSTRUCTION: English

# AND TYPES OF TEACHERS: 3 Teachers; Certified in ESL or Bilingual Education

TYPES OF MATERIALS: Content Based Literature of Various Genres

### 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: **RATIONALE:** Achievement data show that ELLs are not performing at the same levels as their native English-speaking counterparts in content areas. The content understandings and skills of academic material are mediated through language. Teachers who serve ELLs need exposure to strategies and methodologies that integrate the teaching of content with the teaching of English as a second language so as to coincidentally and symbiotically make advances on each of those fronts. Through Title III funding, the supplementary before school and Saturday programs described previously will include two professional development series, for two grade bands (1-2 & 3-5). To address the specific needs of the ELLs in our school, we will target content based literature in both the fiction and non-fiction genres. The workshop series are intended to train teachers to plan lessons that accomplish TWO goals: + develop their students' proficiency in English and, + develop the language they need for the type of academic discourse that applies said content understandings and skills.

**TEACHERS TO RECEIVE TRAINING:** \*Teachers working in the before school and Saturday programs for ELLs, \*Bilingual and ESL Teachers, and \*Classroom teachers, OTPs, and SETSS Providers responsible for instructing ELLs.

**SCHEDULE & DURATION:** For Grade Band 1 - 2: Saturdays, Nov. 17th, Dec. 1st, 2012, Dec. 8th; 9:00AM - 12:00PM. For Grade Band 3 - 5: Saturdays, March 2nd, 9th, 16th, 2013,

**TOPICS TO BE COVERED:** The foci of the series for each grade band will be using content based literature to: 1) extrapolate language and literacy lessons that require reading, analyzing and writing about informational texts, and 2) examine concepts and skills embedded in the language of academic discourse. The teachers will be charged with the development of lesson plans and instructional tasks that are: ^ cognitively demanding, ^ involve academic reasoning and modeling using real life problems, ^ require the use of academic language to explain their reasoning, justify postulates, defend hypotheses,

### Part C: Professional Development

apply the learning, and/or prove their results using language.

NAME OF PROVIDER: Workshop planners and facilitators; Raquel Ruppert (ESL/Bilingual Specialist), Rosa Peralta (Principal), Marilyn Serrano (Bilingual Math Coach), OTP Science Clusters, ESL teachers.

### 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: RATIONALE: It is well documented in professional educational literature that Parental Involvement has a direct and positive effect on students' academic achievement and overall performance. ELL parents often find it difficult to become involved because of their limited skills in English and/or their own interrupted formal schooling. Our parent programs are intended to enhance ^parents' capacity to improve their children's achievement and ^ enhance parents' confidence and ability to serve as role models for their children. To that end, we will be offering a Parent GED class as well as an ESL class for ELL parents. Child care will be provided since this has proven to optimize parent participation. The child care provided will be at no cost to these Title III funds.

SCHEDULE and DURATION: [Spanish GED] Tues; 3:30 - 5:00PM; Nov. 2012 - April 2013.

{ESL} Thurs; 3:30 - 5:00PM; Nov. 2012 - April 2013.

TOPICS TO BE COVERED: [Spanish GED] Language Arts, Reading, Social Studies, Science & Mathematics; Processing Information, Solving Problems, and Communicating Effectively.

{ESL} Vocabulary Development, Listening, Speaking, Reading, & Writing in English

NAME OF PROVIDERS: ESL for ELL parents = Mjaftime Dushallari - NYS ESL Certification,

Spanish GED Class for ELL parents = Rosangela Pichardo - NYS Bilingual CB Certification

PARENT NOTIFICATION: School letters in each of the four high incidence languages of our school community sent home via students (Eng., Span., Albanian, Bangla), translated Parents' Association meetings, Digital Announcements through the Monitor in the School Lobby, School Monthly Calendar, School Website, Parent-Teacher Conferences (translators available for Span. Albanian, Korean, Bangla, Serbo Croatian).

### Part E: Budget

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

Allocation Amount: \$

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