



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: P.S. 83 THE DONALD HERTZ SCHOOL

DBN (i.e. 01M001): 11X083

Principal: BRANDON MUCCINO I/A

Principal Email: BMUCCIN@SCHOOLS.NYC.GOV

Superintendent: ELIZABETH A. WHITE

Network Leader: BENJAMIN P. SOCCODATO

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Brandon Muccino	*Principal or Designee	
Reinis Visners	*UFT Chapter Leader or Designee	
Eleanor Conte	*PA/PTA President or Designated Co-President	
Camille Nicoletti	DC 37 Representative, if applicable	
Patricia Booth	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Rosemary mercora	Member/ Teacher	
Barbara Faughnan	Member/ Teacher	
Sadie Weihe	Member/ Teacher	
Georgette Valente	Member/ Teacher	
Denise Soto	Member/ Parent	
Jasmine Flores	Member/ Parent	
Tina Alessandro	Member/ Parent	
Georgina Rodriguez	Member/ Parent	
Jeanine Timpone	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

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

Goal and Action Plan #1

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

Annual Goal #1

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

10% of Students with Disabilities scoring a level 1 or 2 on the 2013 NYS ELA exam will increase one level on the 2014 State exam

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.

In grades 3 through 8, only 5.8% of Students with Disabilities achieved a level 3 (or 4) on the NYS ELA exam. Additionally, Students with disabilities and ELL learners underperformed as demonstrated on the progress report

Instructional Strategies/Activities

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

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

1. SWDs who fall into the lowest third category of the ELA scores receive pull out AIS instruction and will participate in the Successmaker online program.
2. All SWD's will be invited to the after school tutorial program held 3 days per week for 75 minutes daily from October to May.
3. RTI team will discuss additional strategies for those SWD's still not making progress after classroom and the above interventions have been attempted for a period of 20 weeks.

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

1. Self contained teachers, homeroom teachers, AIS/RTI teachers, assistant principals in charge of Special Education, RTI team

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

1. Running records, RTI progress monitor, Successmaker reports, NYC Performance Task, classroom formative and summative assessments,

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

1. RTI groups formed in September and meet through June, Successmaker implementation rolled out from December and January and concludes in June. After school tutoring runs October through May

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

1. One RTI teacher on each grade level from grades 3 through 8 will service SWDs who performed in the bottom third on the NYS ELA twice per week for 45 minutes. Through the Successmaker program, students can also participate daily from home. The after school tutorial program provides assistance 75 minutes per day three times per week. It is staffed by teachers within the school. READY books are used to assist with content and test taking strategies.

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).

Parents receive introductory letters guiding them through at-home participation in the Successmaker program. AIS/RTI teachers maintain contact with students to discuss progress. Parents receive classroom progress reports on a bi-monthly basis.

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
X						

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

X As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding, TL ELA/Math Student Support, Title I Funding and NYS STVP General Voucher as indicated below:

- Supervisor per session (3 days per week)
- Teacher Per session or afterschool programs. (3 days per week for 1 hour)

- Teacher Per session, training rate and absence coverage to provide on and off-site professional development to pedagogues.
- Software and hardware for use during core instruction, in-school AIS, and after school programs.
- -status SETSS Teacher has been budgeted for 3 days a week support at risk students who are showing minimal progress and may end up needing Special Ed services.

In addition,
CFN instructional coaches utilized to provide onsite and offsite support for teachers and to assist in building leadership from within.

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.

10% of English Language Learners scoring at level 1 or 2 on the NYS ELA exam will increase by one level

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.

In grades 3 through 8, only 2.8% of English Language Learners achieved a level 3 or 4 on the NYS ELA exam. Additionally, Students with disabilities and ELL learners underperformed as demonstrated on the progress report

Instructional Strategies/Activities

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

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

1. ELLs receive a combination of pull out and push in services depending on their level of achievement on the NYSESLAT
Beginner ELLs participate in the Rosetta Stone program 3 times per week
2. Parents and students are invited to an ELL tutorial program after school twice per week for 90 minutes per session for students and 2 hours twice per week for parents.
3. Students will participate in a new ELL program entitled Sucessmaker which teaches reading and writing in a combination of paper/pencil and tech
4. ELL teachers are being trained in the SIOP (Sheltered Instruction) model.

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

1. ELL teachers, homeroom teachers with ELL students, ELA staff developers, SIOP training materials, network support staff, Sucessmaker for ELLs program materials

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

1. Rosetta stone reports, Sucessmaker reports, formative teacher assessments (oral speaking rubrics, writing rubrics)

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

1. Sucessmaker program will be implemented early 2014 through June 2014. After school tutoring runs October 2013 through May 2014. Rosetta Stone Program runs October 2013through June 2014.

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

1. The philosophy of SIOP training is that any classroom teacher can provide differentiation for ELL students by embedding specific language objectives into content area lessons. ELL teachers will turnkey this to teachers with high populations of ELLs in their classes in all grades as well as staff developers. Rosetta Stone aims to aid beginner ELLs in conversational English in order to function in a school setting and local community. During after school tutoring, families receive instruction in

basic English conversation, reading and writing.

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).

Parents are invited to participate in the after school program twice per week for two hours per session.

Budget and Resource Alignment

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

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

X As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding, TL ELA/Math Student Support Funding and NYS STVP General Voucher as indicated below:

- Supervisor per session (3 days per week)
- Teacher Per session for afterschool programs. (3 days per week for 1 hour)
- Teacher Per session, training rate and absence coverage to provide on and off-site professional development to pedagogues.
- Software and hardware for use during core instruction, in-school AIS, and after school programs.
- Teacher and Para Per Session to provide parents with Basic English Instruction including conversation, reading and writing.

In addition, CFN Professional Development is utilized to provide off site professional development in SIOP (sheltered Instructional Model and to provide support for teachers and to assist in building leadership from within.

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.

Teachers will study data to collaboratively plan Common Core units of study based on student deficiencies

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.

With the introduction of the CCLS and the new Teacher Effectiveness program (MOSL & MOTP), the creation of sound units of study focused on raising student proficiency is imperative.

Instructional Strategies/Activities

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

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

1. Teacher schedules will be set to allow for one period per week where teachers of the same subject area on each grade meet together with a relevant staff developer and administrator. (2 periods for teachers in grades K-5 for ELA and Math, one period for grades 6-8 for either ELA or Math)
2. Staff developers will facilitate team meetings and focus on the domains of the Danielson Framework and their relationship to analysis of students work, lesson planning and sound teaching practices. Teachers will also have the opportunity to facilitate these meetings in order to share strategies and reflect on practice in using an inquiry model.

3. Teachers will also be invited to work after school for additional team meetings in order to complete instructional cycles of inquiry which support the Framework model and lead to sound classroom practices rooted in data and tied to student progress.
4. Teachers received targeted training on the components they chose as goals for the year during the November 5 Professional Development day and throughout the year during faculty conferences.
5. Teachers will be invited to participate in classroom intervisitations in order to deepen understanding of how the Danielson Framework can be implemented in a variety of ways.

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

1. Administrators, staff developers, teachers, network support staff for professional development and consultants

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

1. Danielson evaluations will let us know components to target during professional development and professional learning team meetings. They may also determine possible intervisitation sites; teacher reflection during professional learning team meetings; feedback conversations following classroom visits

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

1. September to June, weekly. Feedback sessions occur daily for different teachers; intervisitations begin in January

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

1. Resources include ARIS learning opportunities, materials received at Staff Developer, AP and Principal workshops, Advance evaluations, lesson and unit plans created at professional learning team meetings that reflect sound practices based on the Danielson Framework

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).

During a Parent Association meeting, the principal will address basic points of the new teacher evaluation system by describing the shifts in teacher practice aligned to the Danielson Framework, the Citywide Instructional Expectations, and the Quality Review Rubric. Also, Staff Developers will hold a series of parent workshops focused on CCLS and the six educational shifts.

Budget and Resource Alignment

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

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

X

As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding, Title I, TL Citywide Instructional Expectations Funding as indicated below:

- Supervisor per session (3 days per week)
- Teacher Per session for afterschool programs. (3 days per week for 1 hour)
- Teacher Per session, training rate and absence coverage to provide on and off-site professional development to pedagogues.
- Teacher per session for the enhancement of professional learning teams and data inquiry.

Professional Developers to support teacher

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.

Families will be invited to a minimum of one evening workshop per month designed to increase understanding of how the home-school connection can increase student progress.

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.

In a parent association survey, parents expressed the desire to attend more workshops that would help them help their children with academic subjects such as math. In addition, in the last learning environment survey, parents expressed a desire for more communication regarding academic programs.

Instructional Strategies/Activities

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

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

1. The curriculum team in collaboration with the parents association determined which workshops parents would want most and would offer the most benefit. These are Common Core Info nights, NYS ELA and Math Test info nights, and Family Math Nights. In addition, the school will offer families six evening workshops on how nutritional choices at school and at home can lead to increased student performance at school as part of the CookShop program.

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

1. Parent Association board, Staff Developers, Teachers, NYC resources for parents info nights, CookShop coordinator, CookShop materials, math materials for hands on family activities.

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

1. post workshop parent surveys, staff developer reflections following workshops, student scores on NYS ELA and Math

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

1. content area workshops begin in January and conclude in April. Cookshop workshops begin in January and conclude in June

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

1. Each workshop begins with a welcome by the principal and handouts regarding the topic. Then workshops break up into small groups by grade band. Parents will have the opportunity to solve problems and ask questions regarding the academic curricula. During the Cookshop workshops, parents prepare healthy snacks and discuss implications of healthy family food choices. In addition, parents receive cooking ingredients to take home.

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).

parents will be notified of the workshops through student distributions, phone call system, text message system, parent association announcements and posters at the entrance of each building

Budget and Resource Alignment

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

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

1% title 1 parent participation allocation

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

academic content and student achievement standards.

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Fountas & Pinell Intervention Kit, Successmaker, directed instruction	Small group setting and push-in	Both during and after school
Mathematics	Successmaker, skill practice, math drills	Small group setting and push-in	Both during and after school
Science	Lab activities, exam review	Small group	During school
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Group guidance	Small group	During and after school

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
We continually support local colleges with their student teacher programs, therefore ensuring we can properly train any potential new hire. Once here we offer new teacher support through school-based mentor as well as network assistance through in-class observation and weekly meetings.

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).
Professional development is tailored to the needs of the teachers by viewing the goals they have set for themselves and delivering PD from the principal, AP's and staff developers. In addition the study of data collected from teacher observations assist in identifying areas that need to be addressed through PD.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Consolidated funds will be used for (1) Crisis intervention teacher for K-4 (2)Anti-bullying/violence prevention program for grades K-8 (3) F-Status attendance teacher

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

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.
Our school created a committee of school-based members. Members of the committee received appropriate training. The committee met and discussed the MOSL options and came to a consensus. The committee shared the process and the decisions with the staff.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 11	Borough Bronx	School Number 083
School Name The Donald Hertz School		

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 Brandon Muccino	Assistant Principal Jennifer Lana Etzel
Coach Linda Collins	Coach
ESL Teacher Linda Stinga	Guidance Counselor Joanne Rubino
Teacher/Subject Area Elaine Mandas/ESL	Parent Eleanor Conte
Teacher/Subject Area Rachel Roos/ESL	Parent Coordinator Anne Daly
Related Service Provider Cathy Lembo-Loyd	Other
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.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1685	Total number of ELLs	177	ELLs as share of total student population (%)	10.50%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	2	2	2	2	2	2	2	2	2					18
SELECT ONE														0
Total	2	2	2	2	2	2	2	2	2	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	177	Newcomers (ELLs receiving service 0-3 years)	132	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	40	Long-Term (completed 6+ years)	5

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	132		4	40		12	5		2	177
Total	132	0	4	40	0	12	5	0	2	177

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ___	Asian: ___	Hispanic/Latino:
Native American: ___	White (Non-Hispanic/Latino): ___	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	10	8	7	13	6	10	6	6					73
Chinese	1							1						2
Russian														0
Bengali								1						1
Urdu			1	3	1	1			1					7
Arabic	4	7	5	9	8	5	6	5	4					53
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	3	4	6		3		3	3	4					26
Other	2	2	3	1	1	2	2	2						15
TOTAL	17	23	23	20	26	14	21	18	15	0	0	0	0	177

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)	6	12	13	13	18	3	4	1	4					74

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)	2	0	0	0	3	4	5	6	4					24
Advanced (A)	9	11	10	7	5	7	12	11	7					79
Total	17	23	23	20	26	14	21	18	15	0	0	0	0	177

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	16	2			18
4	7	2			9
5	6	2	1		9
6	11	1			12
7	11	1			12
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	11		5		4				20
4	9		3						12
5	5		2		2		1		10
6	3		8		1				12
7	7		2		1				10
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		7		2				11
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.

Our assessment tools include Fountas and Pinnell Running Records Levels recorded three times yearly and the New York City DOE Performance Assessment: Pre Assessment in ELA and Spring Post Assessment in ELA. The assessments show that Beginner level ELL learners in grades K-8 are performing at a lower reading level than their Native English Speaking peers. The gap between ELLs reading level and Native English Speakers increases for Beginner and Intermediate ELLs when they reach the Middle School. Advanced ELLs are approximately 2 years behind grade level reading in most cases. One way ELLs literacy skills are addressed is through instruction in phonics skills. Background is built for students so that they can connect with the texts they are reading and develop academic vocabulary to support them. Reading comprehension skills are taught explicitly and fluency is stressed. Students also have access to a leveled reading website, RAZ Kids which is an on-line program that reads books aloud to students and provides a comprehension quiz. Students may also record their reading on the computer for the student and teacher to listen to and provide feedback.

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

As we look at the results of the NYSESLAT and LAB-R, we can see patterns across the proficiency levels. We have a large population of Beginner and Advanced level ELL students in the program. The population of Intermediate ELL students is much smaller in comparison. The largest cluster of Beginner ELLs can be seen in grades 1-4. We had many new admits in these grades. In grades 5-8 Advanced level ELLs outnumber all other levels. It should be noted that we have smaller numbers of ELL students in grades 5-8.

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 [AMAQ tool](#))

n/a

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

n/a

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

Our school uses data from the NYSESLAT and State Tests in both ELA and Math to guide instruction for ELL students. The ELL students' progress is tracked by Student Level: Beginner, Intermediate and Advanced, grade level, culture the student is from and knowledge of their first language. By analyzing student progress we can make school wide instructional decisions to benefit our ELLs.

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

Teachers are given a list of their ELL Students along with the students' proficiency levels at the beginning of the school year. This list is updated as new students arrive. Knowing the proficiency level, teacher's can plan appropriate scaffolding techniques and outcomes for their students. ESL teachers are also available to meet with classroom teachers as needed to collaborate on instructional decisions for ELL students.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

n/a

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

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

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](#).)
Parents are administered the Home Language Identification Survey upon registration of their child by ESL teachers Elaine Mandas and Rachel Roos. Additionally, translation in Albanian is provided by Arjana Kurti, 3rd grade teacher, Spanish translation is provided by Ida Gutterman, AIS teacher, Jackie Alejandro, Paraprofessional and Arabic translation is provided by Dream Alayah, a parent volunteer. Each is a native speaker of these languages. The HILS Surveys are completed by the ESL teachers. Students who are identified as potential ELLs are interviewed and administered the LAB-R within the ten day period by an ESL teachers Ms. Mandas , Ms. Roos or Ms. Stinga.
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.
Parents of newly identified ELL students are invited to attend an Orientation Meeting in the beginning of the school year. The Entitlement Letters are sent home to the parents in their native language inviting them to the meeting. Follow up translated letters are also sent home to remind parents to attend the meeting. Present at the meeting are the ESL teachers, Ms. Mandas, Ms. Roos and Ms. Stinga and translators Ms. Kurti, Ms. Gutterman, Ms. Alejandro and Ms. Alayah. Parents learn about the three program choices that the city offers ELL students. The Orientation Video provided by the NYC DOE is shown to parents in their home language to explain the three choices offered. The ESL teachers and translators assist parents with filling out the Parent Survey and Program Selection Forms. Parents unable to attend the initial meeting are invited to come during Parent Teacher Conferences in November. New admits after November are asked to attend a meeting during the March Parent Teacher Conferences Night. The same procedures are followed for these meetings as have been stated above. Parents who are unable to attend any of these meetings are encouraged to make an appointment with their child's ESL teacher to complete these forms and view the video.
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 are distributed each fall by the ESL teachers. The letters are sent home to the parents of all ELL students. ESL teachers keep a copy of each letter sent home in the Home Language Identification Survey Binder in their offices. Parent Survey and Program Selection Forms are given to the parents at school and completed on site. We do this to ensure that parents have completed the forms appropriately. These forms are also filed in the Home Language Identification Binder.
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.
Identified ELL students are placed into a class which contains a small group population of ELL students in it. Students are grouped by their NYSESLAT levels in these small groups. Students are placed in a classroom where at least one other student speaks their native language when possible. If a parent requests a Bilingual Program for their child, we make every effort to help find a school that can accommodate them. Parents receive communication from the school in their native language when possible. We make every effort to provide native language translators at all parent meetings.
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.
Each spring the ELL students are evaluated with the NYSESLAT. Students are tested by the ESL teachers Ms. Roos, Ms. Mandas and Ms. Stinga. The speaking portion of the exam is administered one on one by an ESL teacher that did not service the student.

The listening, reading and writing parts are administered in small grade level groups to ensure optimal outcomes.

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. 

Upon review of the Parent Survey and Program Selection Forms for the past few years we can see that the trend in program choice has been Freestanding ESL. In the 2013-14 school year we had 41 new ELL students. All forms submitted chose Freestanding ESL as their first choice. In 2012-13 we had 38 new ELL students. All forms submitted chose Freestanding ESL as their first choice. Our program model is in alignment with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 1a. Instruction is delivered through a push-in/pull-out model. The Beginning and Intermediate students are grouped into classes on grade levels by proficiency levels to enable the ESL teacher to provide push-in and or pull-out services. For Advanced students push-in and or pull-out services are provided in a separate small group.
 - 1b. The program model is homogeneous.
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)?

ESL teachers meet and decide how to break up the service of the ELL population to ensure that all students receive the mandated number of minutes of service according to proficiency levels. Students at the Beginner and Intermediate levels are pulled out for

small group ESL instruction. Advanced students receive services in the push-in model when possible or pull-out model.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

All content area instruction is delivered in English. ELA instruction consists of shared reading, guided reading and read alouds. Writing instruction consists of shared writing/interactive writing and independent writing using the writing process. Teachers build background to prepare students for content area instruction. Vocabulary is taught within each content area to support ELL learners. Academic vocabulary is taught specifically. Cooperative learning techniques are used to help all students have access to the content of the lesson. Teachers use graphic organizers to assist in learning and frequently check for understanding from their students when conducting lessons using the strategy think, pair, share. When possible, new ELLs are assigned a student native language translator to help them understand concepts taught. Also, teachers use an online translation applications to communicate with new ELLs and to translate lessons for their students as needed.

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

4. n/a

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

To ensure that our ELLs are appropriately evaluated in all four modalities of English throughout the year we use several informal assessments. Checklists are used to evaluate students speaking, listening, reading and writing. Oral Presentations, Exit slips and the Writing Process are used to evaluate student performance. Rubrics are used and shared with the students to assess their Oral and Written skills.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6a. In addition to regular ESL instruction, other interventions are offered to support ESL students according to the CEP (Comprehensive Educational Plan) for the school. Special attention and priority is given to our SIFE designated ESL students so that they may receive extra support services. Among these are Rosetta Stone, ESL After School Academy, ESL Saturday Academy, targeted instruction by AIS teachers, Summer School, Resource Room, Peer Tutoring and the use of student academic goals and contracts, particularly in independent reading.

6b. Instruction for newcomers is designed to accelerate ELLs acquisition of English to enable them to function successfully in grade level academics. All newcomers take part in the Rosetta Stone Program. Students in grades K-4 use the Sunshine Program by Pearson Longman that focuses on the acquisition of basic and academic vocabulary, reading, writing and phonetic skills. Newcomers in grades 5-8 use the English Now! Program by LitConn to build their basic and academic vocabulary, reading and writing skills. Additionally, ESL teachers use Phonics and Word Study by Continental Press to further develop vocabulary and phonics skills in their students. Extra support is given through the ESL After School Academy and ESL Saturday Academy.

6c. Instruction for ELL students with 4-6 years of service includes a strong focus on the development of academic language proficiency, reading comprehension and writing process. Students in grades K-4 use the Sunshine Program by Pearson Longman to enhance these skills. In grades 5-8 students use the Cornerstone/Keystone Program by Pearson Longman to sharpen their skills in these areas.

6d. Long Term ELLs continue to work on developing their writing through the use of the writing process. The focus includes building academic vocabulary, teaching transition words, researching and organizing information. Students use graphic organizers and checklists to assist in their writing and editing. The Cornerstone/Keystone program is used to enhance their writing skills.

6e. Former ELLs are recommended for AIS services for the first and second year after they exit the ESL Program.

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?

Teachers of ELL-SWDs use many instructional strategies to provide their students with access to the language. Some examples are SMART Boards and use of technology, modifying and adapting grade level text, Graphic Organizers, visual aids and centers. Grade-level materials include Access History Book (6-8) by Great Source, Ready Gen Reading Program (K-5) by Pearson, Codex Reading Program (6-8) by Scholastic, Go Math! (K-5) by Houghton Mifflin-Harcourt, Connected Mathematics 3 Math Program (6-8) by Pearson.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP

goals and attain English proficiency within the least restrictive environment?

Our school uses curricular, instructional and scheduling flexibility to support diverse ELL-SWDs to achieve their IEP Goals. The following are strategies we have implemented, Push-in ELL services, Push in SETSS, Collaboration with service providers including, Special Education teachers, AIS, Speech and ESL, using 12:1 or SETSS ratio to create small groups for instruction and students scheduled to attend classes of General Education as recommended by their IEP.

Courses Taught in Languages Other than English 

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

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

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

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

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

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

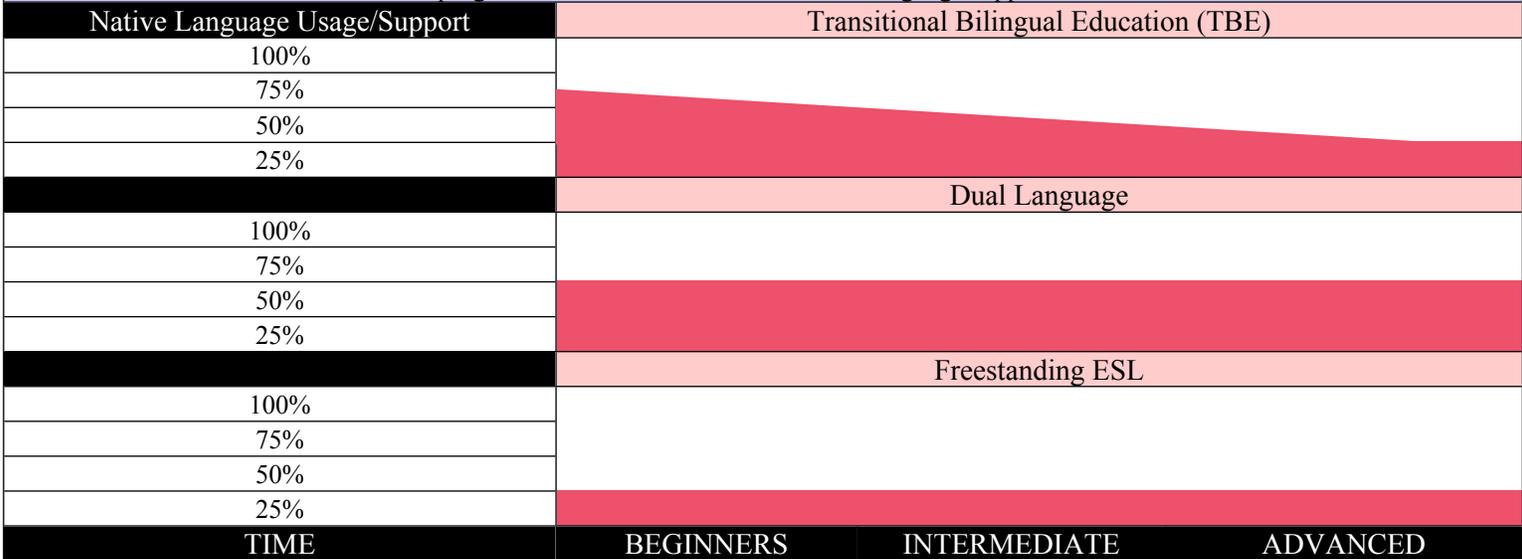
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.
- Targeted instruction in ELA is provided by the AIS teachers. They are currently working with all Advanced level ESL students to provide Reading Comprehension and Writing instruction. ELLs who received a one on the NYS ELA receive intervention with the Success Maker Program by Pearson. AIS services are provided to ESL students on an as need basis in Math. The instruction is provided in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program is effective and meeting the needs of our ESL students. Beginner level students receive instruction in basic and academic vocabulary, grammar, reading comprehension and writing. Instruction is delivered through the content areas. Rosetta Stone is also used to enhance students language acquisition. Intermediate and Advanced students are engaged in a curriculum that fosters growth in listening, speaking, reading and writing through instruction in the content areas. Concentration on academic vocabulary fosters growth in students reading and writing skills.
11. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming school year, we have implemented an ESL After School Academy which addresses the needs of Beginner and Intermediate level ESL students. We will be extending this program to include an ESL Saturday Academy. We are also considering implementing the Achieve 3000 ELL Intervention Program , Achieve Language for English Language Learners to assist in the development of our students' English.
12. What programs/services for ELLs will be discontinued and why?
- No services will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELL students are invited to participate in the after school programs offered. Programs offered include, Mercy College Tutoring Program and The ESL After School Academy. Supplemental services available to our ESL students include small group AIS Service and small group Lunch Clubs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The following ESL materials are used to support our ESL students: Rosetta Stone (Beginner), The Sunshine Program by Pearson Longman (Beginner-Advanced), Word by Word by Pearson Longman (Beginner), English Now! By LittCon (Beginner-Intermediate), The Cornerstone and Keystone Program by Pearson Longman (Beginner-Advanced), Phonic sand Word Study by Continental Press (Beginner-Intermediate) and Rigby Great Strides.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered in the ESL Program by the use of Bilingual books in native languages, student native language translators, and the internet.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- ESL Services support students' acquisition of English. The materials that we use provide scaffolding, speaking, listening, basic vocabulary, academic vocabulary, phonics, grammar, fluency, reading comprehension and writing process. These skills are embedded in a curriculum to encourage higher level thinking designed around the content areas. Materials used are designed for the appropriate grade levels.
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.
- New ELLs who enroll in our school are given a tour of the school upon enrollment. They are placed in a class with another student that speaks their native language, when possible, that can act as a translator for the student if needed. Beginner ELLs are placed on the Rosetta Stone Program. Beginner level ELLs are placed in Newcomer groups that provide basic vocabulary instruction. Intermediate and Advanced ELLs are placed in appropriate homogenous groups. New ELLs are invited to attend our After School and Saturday School Academies for ESL students.
18. What language electives are offered to ELLs?
- Our school offers Spanish to ELL students in grades 5-8.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?

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

n/a

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. Classroom and support service teachers receive staff development weekly during Common Planning and Professional Learning Team meetings. Additionally, classroom teachers receive site-based, in class staff development throughout the school year in core curriculum, from the school based literacy coaches, AUSSIE Literacy consultant, Math Coach and ESL teachers.

2. Professional Development for ESL teachers is provided by the network, CEI. This year the focus for professional development is the SIOP Model. We are currently being trained as teachers and Coaches in the implementation of the SIOP Model. ESL teachers receive training in the Common Core Standards aligned to the grades that they teach. Training involves cooperative learning activities that expose teachers to the new standards that our students must meet. Teachers receive materials to help them plan lessons using these new standards.

3. ELL students are grouped in classes together so that an ESL teacher can push-in to a small group and provide support for content area instruction using ESL methodologies.

4. ELL 7.5/10 hour training is administered to all new staff members as needed. The training topics include: Identification and Placement, Stages of Language Acquisition, ESL Methodologies and Strategies, Balance Literacy Strategies for ELL Students, Importance of Math Strategies for ELL Learners, Formal and Informal Assessments and Using Data to Drive Instruction. Teachers are trained using cooperative group strategies. Information is provided in hand outs. Groups of teachers work together using chart paper to prepare an oral/visual presentation on the topic covered for that day. Each group shares their findings.

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. Our Parent Coordinator, Anne Daly acts as an important liaison with our ELL parents and encourages them to participate in many varied school-based activities. Our school has a very active PTA and offers many afterschool activities for students and their families. We also offer an ESL Adult Academy to parents of ELLs that has become very popular with the parents.
 2. Presently, we are partnered with Community Learning Schools Initiative which provides programs to help our students based on their needs. We also partner with the New York Public Library.
 3. Our Parent Association meetings, Parent Coordinator, Leadership Team, ESL and classroom teachers, Guidance Counselors and School Based Support Team keep us abreast of parental needs.
 4. Parent involvement activities are created by collecting ideas, needs and concerns from our parents. Collaboration happens at Parent Association meetings, Leadership Team meetings, Parent Teacher Conferences and Parent Workshops. In this way we insure that the needs of our parents are being met.

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.

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)
Brandon Muccino	Principal		1/1/01
Jennifer Etzel	Assistant Principal		1/1/01
Anne Daly	Parent Coordinator		1/1/01
Linda Stinga	ESL Teacher		1/1/01
Elanor Conte	Parent		1/1/01
Elaine Mandas/ESL	Teacher/Subject Area		1/1/01
Rachel Roos/ESL	Teacher/Subject Area		1/1/01
Linda Collins	Coach		1/1/01
	Coach		1/1/01
Joanne Rubino	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Cathy Lembo-Lloyd	Other <u>Related service Prov</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 11X83 School Name: The Donald Hertz School

Cluster: 5 Network: 532

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

Part A: Needs Assessment Findings

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

Data used to assess our school's written translation and oral interpretation needs was obtained through several methods. ESL teachers examined the HILS for all new entrants to the school to note trends of incoming home languages. A data table was created that records the name, grade, class and language that the parent would like communication from school received in. Parents of Non-ELL/Returning students were given a survey to determine the language of preference for information received from the school. The results were recorded per class and grade. This information was compiled to assist our school in providing translation in appropriate languages for information sent to parents and meetings with parents.

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.

The major finding of our written translation and oral interpretation needs found that 10.5% of our school population is ELL students. All of these parents require written and oral interpretation in their primary language. The two largest language clusters in this group are Spanish and Arabic followed by Albanian. Translation is also required in Bengali and Urdu. Using a survey to determine language of preference for school communication of parents of Non-ELL/ Returning students, we determined that most parents preferred to receive information in English. There was a request from 5% of the parents to have information prepared in Spanish, 3% requested information in Arabic and 2% requested information in Albanian. These findings were shared with parents at the PTA Meeting.

Part B: Strategies and Activities

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

. The school will provide written translation services in the identified languages Spanish, Arabic, Albanian, Bengali and Urdu. All written translation is provided by school staff. Documents approved by the principal and in need of translation, are given to the appropriate school staff in a timely matter so that translation can be prepared efficiently. Translated and English communication are distributed at the same time to the entire student body.

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.

We have enlisted the help of both teachers and parents to provide oral interpretation for our parents. We are able to provide oral translation in all the main languages represented in our school Spanish, Arabic, Albanian, Bengali and Urdu. During Parent Teacher Conferences, we have designated translators to assist parents during conferences. For less common languages we contact The Translation & Interpretation Unit.

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

The Bill of Parent Rights and Responsibilities which informs parents of their rights concerning translation and interpretation services is distributed to parents who speak a primary language other than English that is covered by the New York City Schools. The translated document is distributed each school year to parents in need of translation and interpretation services. Our school has posted at the primary entrance to each building signs in our five prominent languages informing parents of services available in interpretation and translation.

In our School Safety Plan, guards present at the primary entrances to the main building and the annex, are asked to be sensitive to parents who may be in need of interpretation and translation services. Two of our guards in the main building speak Spanish and assist with translation of incoming Spanish speaking parents. They are asked to make every effort to ensure these parents make it to the administrative office to have

their needs met. We have contacted the Translation and Interpretation Unit to assist us in providing signage and forms that are required.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

Begin description here:

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

Part D: Parental Engagement Activities

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

Part E: Budget

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

Allocation Amount: \$

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