

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: LUIS MUNOZ RIVERA
DBN (i.e. 01M001): 04-083
Principal: FRANCES CASTILLO
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Superintendent: ALEXANDRA ESTRELLA
Network Leader: LUCIUS YOUNG

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), 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 CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

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

Name	Position and Constituent Group Represented	Signature
Frances M. Castillo	*Principal or Designee	
Susan Kowal	*UFT Chapter Leader or Designee	
Jessica Anaya	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Jane Marcinkiewicz	CBO Representative, if applicable	
Hazel Cruz	Member/ Teacher	
Rachel Hershkowitz	Member/ Teacher	
Heather Alonso	Member/ Teacher	
Carolyn Williams	Member/ Parent	
Yolanda Ruiz	Member/ Parent	
Di Marie Michel	Member/ Parent	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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.

To improve student's achievement outcomes on CCLS and NYS assessments via a focus on Questioning and Discussion

- 85% of students in grades K-5 will engage in high quality discussions exemplified by responding to and extending each other's thinking and crafting questions to help each other deepen and elaborate upon their thinking to increase student achievement

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.

After careful analysis of ARIS data, MOSL- Fountas and Pinnell data and end of unit assessments, it demonstrates a correlation and a need to strengthen our students' ability to ask and answer questions CCLS anchor 1 – Key Ideas and details which will spiral and support students attaining CCLS anchor 8 –integration of knowledge and ideas. Informal and Formal observations have also informed that instructional practices need to be developed in order to develop our students. There is a need to understand how questioning is supported by the Depth of Knowledge Wheel and Blooms Taxonomy.

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. Professional Learning Committee Inquiry focus Questioning and Discussion
2. Professional development book study **Questioning and Discussion – Researched Based Practice to Engage Every Learner** by Jackie Acree Walsh and Beth Danker Sattes
3. The implementation of 2 Higher Order Thinking questions within all lessons
4. Common grade planning
5. Use of DOK and Blooms Taxonomy in formulating questions that will support discussion, learning targets and unit objectives.
6. Use of talking stems (with a specific level of progression across grades)
7. Grade Team and PLC Inter-visitations with a focus on questioning and discussion

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

1. Literacy Consultant
2. Professional Learning Committee
3. Instructional Grade Leaders
4. Blooms Taxonomy materials
5. Depth of Knowledge materials – literature
6. CFN 408 support
7. Professional Development Committee

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

1. All students PK-5th inclusive of Students with Disabilities, English Language Learners, and the bottom 1/3

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

1. September 2014 – June 2015

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

1. Extended Monday Professional Development
2. Per Session for Inquiry study
3. Scheduling of common grade for teacher team inter-visitation
4. Literacy Consultant
5. **Questioning and Discussion – Researched Based Practice to Engage Every Learner** by Jackie Acree Walsh and Beth Danker Sattes - **Book Study**
6. **Number Talks** by Sherry Parrish – book resource to support discussion 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).

1. Monthly parent workshops focusing on the ELA common Core Standards and strategies used in school and strategies that could be used at home
2. Parent-Teacher conferences weekly on extended day Tuesday
3. ELA common core workshops for parents during Tuesday extended day sessions and school wide sessions
4. Distribution of Common Core ELA standards in English and Spanish
5. Monthly Progress Reports for at risk students informing of student progress and need
6. Monthly Parent Calendar highlighting workshop dates and Read Aloud dates

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.

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Goal and Action Plan #2

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

Annual Goal #2

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

- . To improve each student's English Language Arts achievement outcomes, with a particular focus on English Language Learners, Students with Disabilities and bottom 1/3 students to close the achievement gaps of these sub-groups.
- By June 2015, students in grades 3-5 will continue to show progress and increase student performance in ELA by 3% and 85% of students in K-2 will show an increase of 2 independent reading levels.

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.

After careful analysis of ARIS data, MOSL- Fountas and Pinnell data and end of unit assessments, it demonstrates a correlation and a need to strengthen vocabulary, main idea and the understanding of text structure for both fiction and non-fiction. In assessing our needs and aligning them to the CCLS the areas identified indicate our students are not mastering anchor 2 of CCLS - Key ideas and details and anchors 4 and 5 - craft and structure. Our state data in ELA indicates that although our 3rd grade students had a 9% growth and our 5th grade students had a 1% growth, our 4th grade students had a decline of 10%. Overall, as a school we made no gains from the school year 2012-2013 to 2013-2014.

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. After school RTI program for bottom 1/3 students in grades 1st – 2nd for 1 hour 3x a week
2. After school City Year program for students in grades 3rd-5th for 1 hour 4x a week
3. After school Title III program for students in grades 1st and 2nd at the beginning and intermediate level as per NYSITEL and NYSESLAT 3x a week for 1.5 hours
4. Guided Reading 3x a week for a minimum of 30 minutes for all students grades K-5th
5. Differentiated ELA activities aligned to learning targets supported by ongoing formative assessments
6. City Year intervention program 40 minute block 3x a week Mon, Tues and Wed
7. Weekly common grade meetings with a focus on gap analysis and planning of differentiated learning plans and instructional methodologies
8. Literacy consultant to support whole group, small group and individualized instruction via lab site
9. Small group pull out grades 3rd thru 5th
10. Extended day Monday P looking at data

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

1. Literacy Consultant
2. Teacher teams
3. Instructional grade leaders
4. City Year Core members
5. After School per-session (teachers and administrators)
6. Administrators
7. Scheduling for common grade meetings
8. Per diem support coverage
9. Waggle technology program
10. Smarty Ants technology program for ELL's grades 1st and 2nd
11. Short Texts for grades 4th and 5th
12. Guided Reading Text – A – Z Books
13. MyOn technology Reading Program
14. Accelerated Reading – Carmel Hill (technology reading program)

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

1. Bottom 1/3 students in grades 1st thru 5th
2. English Language Learners at beginning and intermediate levels
3. Students with Disabilities
4. General education students who have made a decline, minimal or no progress on state assessments and school wide formative and summative assessments.

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

1. RTI after school December 2013 to March 2015
2. Title III after school December 2014 to April 2015
3. Common Grade Meetings from October 2014 to June 2015
4. Guided Reading September 2014 to June 2015
5. Common Core literacy workshop monthly December 2014 – June 2015
6. Literacy Consultant 10 session from December 2014 to May 2015
7. Small Group pull out grade 5 from October 2014 to June 2015
8. Small group pull out grades 3rd and 4th January 2015 to June 2015

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

1. Extended Monday Professional Development
2. Scheduling of common grade for teacher teams
3. Literacy Consultant
4. **Questioning and Discussion – Researched Based Practice to Engage Every Learner** by Jackie Acree Walsh and Beth Danker Sattes - **Book Study**
Number Talks by Sherry Parrish – book resource to support discussion 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).

1. Monthly parent workshops focusing on the ELA common Core Standards and strategies used in school and strategies that could be used at home.
2. Parents being instructed on how to select the “Just Right” book
3. Monthly Parent Calendar highlighting workshop dates and Read Aloud dates
4. Distribution of Common Core ELA standards in English and Spanish
5. After school applications offering student placement
6. Parent-Teacher conferences weekly on extended day Tuesday
7. Monthly Progress Reports for at risk students informing of student progress and need
8. ELA common core workshops for parents during Tuesday extended day sessions and school wide sessions
9. Workshops on how to use the MyOn program at home

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

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

To improve each student's Math achievement outcomes, with a particular focus on English Language Learners, Students with Disabilities and bottom 1/3 students to close the achievement gaps of these sub-groups.

- By June 2015, students in grades 3-5 will continue to show progress and increase student performance in Math by 3% and 85% of students in grades K-2 will attain 75% of benchmark concepts within the Go Math Curriculum.

Comprehensive Needs Assessment

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

As per our data there is a need to focus on number and operation in base ten with an emphasis on generalizing place value understanding for multi-digit whole numbers as well as the use of place value understanding and properties of operations to perform multi-digit arithmetic. In addition, there is also a need to work on operations and algebraic thinking specifically with a focus on solving problems involving the four operations, and identifying and explaining patterns in arithmetic using two step word problems using equations with a variable, mental computation and estimation as well as identifying arithmetic patterns and explaining them using properties in arithmetic.

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. After school City Year program for students in grades 3rd-5th for 1 hour 4x a week
2. City Year intervention program 40 minute block 1x a week on Thursday
3. Weekly common grade meetings with a focus on gap analysis and planning of differentiated learning plans and instructional methodologies
4. Math consultant to support whole group, small group and individualized instruction via lab site
5. Small group pull out grades 3rd thru 5th
6. Extended day Monday PD sessions looking at data
7. The use of "Number Talks" by Sherry Parrish to promote and support discussion with mathematics
8. Tiered activities within all lessons
9. Use of Waggle technology based program

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

1. Math consultant
2. Administration
3. Math specialist
4. Classroom Teachers
5. Instructional grade leaders

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

1. Bottom 1/3 students in grades 1st thru 5th
2. English Language Learners at beginning and intermediate levels
3. Students with Disabilities
4. General education students who have made a decline, minimal or no progress on state assessments and school wide formative and summative assessments.

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

1. Common Grade Meetings from October 2014 to June 2015
2. Common Core math workshop monthly December 2014 – June 2015
3. Math Consultant 10 session from December 2014 to May 2015
4. Small Group pull out graded 3rd – 5th from October 2014 to June 2015

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

1. Extended Monday Professional Development
2. Scheduling of common grade for teacher teams
3. Math Consultant

4. **Questioning and Discussion – Researched Based Practice to Engage Every Learner** by Jackie Acree Walsh and Beth Danker Sattes - **Book Study**
5. **Number Talks** by Sherry Parrish – book resource to support discussion 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).

1. Bi monthly parent workshops focusing on the math common Core Standards and strategies used in school and strategies that could be used at home.
2. Parents being instructed on how to support their children at home with math strategies
3. Monthly Parent Calendar highlighting workshop dates and Read Aloud dates
4. Distribution of Common Core math standards in English and Spanish
5. Parent-Teacher conferences weekly on extended day Tuesday
6. Monthly Progress Reports for at risk students informing of student progress and need

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, parent involvement and participation in school community events will increase by 10% to minimize the gap between home school connection, so that there is an increase of 3% in student performance.

Comprehensive Needs Assessment

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

According to parent surveys, attendance at school wide events/workshops there is a need to increase parent participation. Furthermore, as per our instructional data there is also a need to inform parents and increase the level of understanding of how they can support the school at home. With an influx of immigrant families there is also a need to provide language support for families of languages that are less prevalent within our school community in order to engage them in the day to day instruction being provided to their child/ren.

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

- On-going instructional workshops informing of CCLS, grade benchmarks, curriculum, grade expectations, and home school support.
- Via school calendar, monthly newsletters, parent bulletin board, phone blasts inform parents of events and workshops
- Invite parents to serve as Parents-as-Partners in classroom events providing opportunities for family/school collaboration using hands-on activities
- Administration, Staff, Parents, SLT, and Parent Coordinator will schedule, organize, and facilitate on-going development of family involvement events/activities
- Monthly assemblies highlighting students' achievements and acknowledging parents that have volunteered.
- Bi-monthly Parent Workshops offered by classroom teachers targeting standards covered in the classroom
- School wide CCLS workshop in literacy and math
- Monthly Parent Read Aloud
- ESL program 2x a week
- Extended day Tuesdays for parent development around topics of need as per parent request.
- Reflection forms at parent/family events in order to evaluate increased participation from previous years, determine which events were most attended, and to analyze the success of each event.

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

- Parent coordinator
- PA executive board
- District parent advocate
- Administration
- Classroom and support teachers
- Instructional grade leaders
- School Leadership Team

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

- Attendance at all events
- Reflection/feedback forms
- Surveys

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

1. October 2014 through June 2015

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

- Attendance sheets to collect data
- Per Diem staff to cover teachers who will be conducting school wide workshops during school hours
- Materials for parents to take home at end of instructional workshops
- Per session for planning of instructional workshops

- Building permits for evening events
- Scheduling of monthly SLT meetings and Parent Executive Board meetings
- Scheduling of PTA meetings

Strategies to Increase Parental Involvement

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

- Open School Night to introduce grade-specific plans and parent support.
- Monthly calendars highlighting of school-wide family events and activities.
- Parent workshops to give support in content areas, such as strategies to help their children at home
- School based workshops hosted by teachers, parent coordinator as well as workshops offered by the district.
- Establishing a relationship and communication through letters, web site, phone, and communication logs.
- PTA Parent monthly newsletter to inform families of important school-related curriculum support.
- Report cards four times a year and monthly At Risk progress reports.

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.

TL Parent Coordinator \$(500) and Title

Goal and Action Plan #5

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

Annual Goal #5

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

By the end of the 2014-2015 school year, PBIS will be understood and applied by 90% of the PS 83 staff evidenced by class participation in PBIS systems and surveys. In addition, there will be an effective and efficient data collection and sharing system established evidenced by data reports and teacher/parent feedback.

Comprehensive Needs Assessment

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

Teacher referrals for detention show that infractions are being committed by recurring students. In September 2013 to December 2013 there were 5 serious behavior infractions inputted into ORS and 12 over the course of the year. This year thus far, there have been 4 serious behavior incidents inputted into ORS resulting from a lack of a systematic school wide behavior program, protocols and a system for data collection that tracks behavior and social-emotional issues. In addition to the serious infractions there have been negative behaviors being exhibited by students that if not addressed can and will result in more serious infractions.

Instructional Strategies/Activities

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

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

1. Creation of a PBIS Core team inclusive of Guidance Counselor, paraprofessional, classroom teachers upper and lower and instructional grade leader
2. Attendance at a 3 day PBIS training for member certification
3. core team members visiting schools who have established effective PBIS systems – professional development
4. Introduction to the entire PS 83 staff during June and September staff meetings
5. Weekly 1 hour planning/brainstorming meetings before school day
6. School wide launch for all students
7. School wide reward system differentiated for upper and lower grade students
8. Monthly Spirit Assemblies
9. Bi-Monthly Rallies
10. Quarterly refresher sessions for staff
11. Creation of a school wide PBIS bulletin board
12. Creation of Matrix Posters to be displayed throughout the school building
- 13.

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

1. Core team:
 - ~PS 83 School-Based PBIS Co-leaders – H. Alonso (3rd grade teacher) and J. Marrero (4/5 Self-Contained Teacher)
 - ~G. Gauthier (Kindergarten teacher)
 - ~M. Sanchez (4/5 Self-Contained Para)
 - ~D. Forero (Guidance Counselor)
 - ~A. Chang-Lau (Pre-K -2nd grade Staff Developer)
 - ~H. Cruz (Assistant Principal)
2. PBIS Network Professional Series – 2013-2014 and 2014-2015
3. Per-Diem coverage for release of classroom teachers to attend professional development
4. Rewards – Prizes
5. Scheduling to accommodate for rallies and assemblies
6. Staff member to role play mascot
7. City Year Core Members
8. Teacher tracking system within classroom – log books

- 9. Monthly shout out during morning line up
- 10. Student reflection logs

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

- 1. School Assessment System
- 2. Benchmark of Quality
- 3. School-Wide Matrix and Data Collection System
- 4. Staff buy-in and consistent implementation
- 5. Students buy-in and consistency through the use of incentives and positive reinforcement

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

- 5. Short term goals 2014-2015 school-year
- 6. Long term goals 2014-2017

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

- 1. Core Team will attend on-going professional development
- 2. Core Team will provide on-going professional development to the PS 83 staff and City Year Corp; workshops to parents
- 3. For students provide PBIS launch, rallies to reinforce participation and positive behavior
- 4. Scheduling to accommodate for rallies and assemblies
- 5. Reward tickets
- 6. Reward prizes
- 7. Data collection program
- 8. School Mascot – attire
- 9. Extended Day Mondays for Staff development and refresher sessions
- 10. Allocation of facilities and equipment to hold systems of rewards ie: gym, library, computers, auditorium etc...
- 11. Referral forms

Strategies to Increase Parental Involvement

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

- Parent workshops delineating PBIS process and expectations
- Recruiting parent volunteers to assist with rallies and assemblies
- Send out information regarding the PBIS via brochures, email, fliers, phone blast
- Tier III level of offenses parent notification forms

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

Donations, fund raising

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	AIS Reading Program, Shared Reading, Response to Literature, Independent Reading, Guided Reading, Reading, Writing and math conferencing,	Small group instruction, one to one , and tutoring	During the school day and after school
Mathematics	Interactive math, Number Talk, Mentor Math	Small group instruction, one to one , and tutoring	During the school day and after school
Science	Inquiry Approach	small group, whole group and one to one	During the school day and after school
Social Studies	Non-fiction strategies including note taking and use of graphic organizers	small group, whole group and one to one and tutoring	During the school day and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Self Esteem, Bullying, Cutting, Grieving, Peer Pressure	Small group	During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Mentors are assigned to support new teachers to the system-wide approaches for English Language Arts and Mathematics and implementation strategies for curriculum, instruction and assessment. • Team Leaders provide support for new teachers with regard to grade level initiatives, collaborative inquiry, data analysis and curriculum maps. • Literacy Coach provides support for new teachers through weekly conferences and classroom support. • Administrative staff provides support and resources to assist new and veteran teachers with implementation of Danielson 'Framework for Effective Teaching' and Instructional Expectations for 2014-2015 from the Department of Education. Children First Network consultants support newly hired and veteran teachers with implementation of rigorous curriculum through professional development including Depth of Knowledge (DOK) and differentiated instructional strategies. • Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified classroom teachers and specialists. • Principal has partnerships with Hunter College, Mercy College and New York University with regard to student teacher placements at PS 83. • Administrative staff works closely with Children First Network 408 Human Resources to ensure that all staff members meet required documentation and assessment deadlines

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • All teachers were encouraged to attend DOE Summer Training for new Pearson 'Ready Gen' Reading Program, and 'Go Math' held during July and August, 2014. • All teachers (Pre-K-Grade 5 and Clusters) and paraprofessionals are participating in weekly Danielson Framework professional development on Monday afternoons and full day Chancellor' Professional Development. • All teachers (K-5) are participating in Pearson 'Ready Gen' and 'Go Math' professional development during full day workshops scheduled, in-school training • Classroom teachers meet monthly with Principal and Assistant Principal to review class/student data with regard to student progress (individual, class, subgroups). • Classroom teachers and support specialists are provided with ongoing support with consultants from CFN 408 Network.

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.).
As a Title I School-wide Program, Conceptual Consolidation will allow us to combine Federal and local funds to include Fair Student Funding (Tax Levy), Title I Funds, Title IIA Supplemental, Title III and human resources to implement the action plans described in this document. It will provide the necessary funding to support student academic, as well as, social/emotional identified needs of all students including students receiving special services, ESL support, guidance and extended day.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Collaborations have been established with neighborhood pre-school programs where their teachers visit our school to observe our daily teaching practices. The parent coordinator visits these programs to provide information to the parents about our

school. Parents are given a tour of the school, and are allowed to sit in a kindergarten classroom. Kindergarten teachers are available to answer any questions regarding our instructional program. The school offers support to assist parents in making the transition from a pre-school setting into an elementary school setting. The parent coordinator is available to assist parents in this endeavor. During the summer before the new school year begins the administrator provides a kindergarten orientation where an overview and expectations are provided. Parents are provided an informational packet with work to support the transition from Pre-school into kindergarten

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.

MOSL team created via teacher volunteers and UFT representation meet on a weekly basis towards the end of the school year and at the beginning of the school year to determine measure of student learning based on teacher input during teacher grade level team meetings and vertical grade meetings. At the end of each year during professional development sessions time is allotted to discuss assessments being used and the viability of each. At this time decisions are made as to which assessments support our instructional goals guiding decisions as to which assessments will be administered and which assessments need to be modified or deleted from our assessment calendar. Throughout the school year as assessments are administered and analyzed against CCLS, school wide goals and curriculum objectives modifications are made to the assessment calendar.

Common grade meetings and extended day Monday and Tuesday provide time to really examine and discuss trends and needs as per the data from these assessments. This time is also used to develop teachers on how to look at summative and formative data and the implications for instruction.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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, Public School 83, 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

Public School 83, 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 November 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 30 minutes to one hour);
- 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.

DBN: 04M083

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$260,294.76	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$135,900.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,203,828.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The intent and purposes of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input 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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE	9	13	9	5	4	5								45
SELECT ONE														0
Total	9	13	9	5	4	5	0	45						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	38	ELL Students with Disabilities	7
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	38		6	7		1	0			45

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	38	0	6	7	0	1	0	0	0	45
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	1	3	1										8
Intermediate(I)	1	3	1	1										6
Advanced (A)	5	9	5	3	4	5								31
Total	9	13	9	5	4	5	0	0	0	0	0	0	0	45

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B	0												

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	2			4
4	3	0	1		4
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		1		1				4
4	1		2		1				4
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					4				4
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
At Public School 83 the students are assessed using the Fountas and Pinnell Benchmark Assessment System. All students are assessed in English. The data informs us that for new incoming Kindergraten students and first grade students we need to continue working on securing basic sight words, letter recognition and letter/sound correspondence. The data also shows that as the students progress from

one grade to the next what inhibits their ability to attain grade level benchmarks is their lack of these basic fundamentals. The data also indicates that for students in the lower elementary grades (grades 1 and 2) the students are deficient in cross checking using all three cueing systems as a result of their lack of knowledge about the language syntax and their inability to use vocabulary to utilize meaning cues. As we progress into the upper grades 3rd-5th these lower grade deficiencies are manifesting into ELL students dropping off endings, conjugating verbs and the superlatives. As a result, these deficiencies are resulting in a decrease in accuracy rate which inhibits them from achieving grade level benchmarks and attaining true comprehension. Currently, in Kindergarten out of 9 ELL students all are pre-emergent. In first grade out of 15 students 3 students are meeting the benchmark of level c and the remaining 12 are one to two levels below. In second grade out of 10 ELL students 1 student is meeting the benchmark of level l and the remaining 9 are one to two levels below. In third grade out of 4 ELL students 1 student is meeting the benchmark of level N and the remaining 3 are one level below and 1 student classified as SWD is at a pre-emergent level. In fourth grade out of 4 students 1 student is meeting the benchmark of a level P the remaining three are two levels below. In the fifth grade out of 5 students 3 students are meeting the benchmark of level S and the remaining two are two to four levels below.

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

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

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

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

4. For each program, answer the following:

- 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?

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

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
- Our school utilizes our universal screening tool -Fountas and Pinnel Reading Assessment to guide instruction for ELLs within the Response to Intervention Framework as well as teacher data gathered during tier I intervention. This data is used to group students accordingly for tier II intervention during our extended day Response to Intervention program. Students are then offered intervention in areas such as decoding, word work, sight word development, vocabulary, cueing systems, and comprehension. Students are grouped according to these needs and provided direct Tier II instruction in the identified areas by a teacher other than their classroom teacher or the ESL teacher. All second and third grade ELL students have also been targeted for our Title III after school program which is an addition to their tier II services also targeting areas of deficiencies. It is expected that with these supports they will be able to perform at grade level standards on state wide exams. During our day to day literacy block, ELL's are consistently progressed monitored. Instruction is then modified providing them with tier I scaffolded instruction which is differentiated specifically for ELL students.
6. How do you make sure that a child's second language development is considered in instructional decisions?
- In considering a child's second language development we try to place ELL's with teachers who speak the students native language or with paraprofessionals who can provide the language support. We are fortunate to have on staff three Asian teachers, five teachers fluent with the Spanish language and five paraprofessionals who also are fluent with the Spanish language. When the need arises we pull our resources to ensure that students in need of this language development receive the adequate service. This resource also allows us to better communicate student needs and maintain a home school connection. During the interview process the child as well as the parent are interviewed to gauge level of language understanding which assists us in placing students in classrooms which will provide maximum support for the student.
7. For dual language programs, answer the following:
- 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?
- Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- We evaluate ESL program based on how students are performing on the NYSESLAT exam, the number of students who test out of the program on a yearly basis and the results from state exams. In addition we also utilize our annual school report card which indicates our ELL student population is making progress.

Part IV: ELL Identification Process

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

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

In October upon finalizing all registrations and testing is completed, parents of those students identified as ELLs are invited to an

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 1a. Instruction is delivered in English with some native language (Spanish) support for beginning students. Students receive ESL instruction during the school day via a pull out model by a certified bilingual/ESL teacher. Students are grouped according to LAB-R and NYSESLAT data and grade level. Blocks of instructional ESL time are allotted according to data scheduling 360 minutes per week for beginning and intermediate students and 180 minutes per week for advanced level students.
 - 1b. The program model is homogeneous according to grade and proficiency levels. Therefore, students in grades K and 1 who need the same mandated block of time are grouped together and so forth.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 2. The organization of our staff ensures that students receive the mandated number of instructional minutes by grouping students by proficiency and grade level. If the number of ELL's mandated for service across grades and proficiency requires more than one provider we make provisions within our schedule so that our Kindergarten teacher who is also ESL licensed can provide services. Our organization adheres to the mandated 180 minutes a week for advanced students and the 360 minutes a week for beginner and intermediate students. Our regular instructional day has eight instructional periods of which for beginning and intermediate students they are seen four days a week for two instructional 45 minute instructional blocks. Our advanced students are seen one day a week for two 45 minute instructional blocks or 4x a week for one 45 minute instructional block. As students are grouped and depending on their levels and grade there are usually 15 students to 1 teacher during an instructional block. Usually, in the lower grades we find to have the larger groups and in the upper grades we find groups tend to be at approximate a 5 to 1 ratio.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 3. The content areas are brought to life through literature using trade books. All classrooms inclusive of the ELL classroom are also equipped with leveled libraries, big books, books on tape which cover content area material. Our science teacher further supports development of rigorous content knowledge through experiential and integrative learning provided during our rotational 45

minute cluster period. Throughout the day students also receive a 45 minute block of science or social studies when not covered in the prep schedule. Our read aloud block is geared at bringing to life the content areas as well, allowing for the 50/50 balance of fiction and non fiction literature. Classroom teachers also utilize the smart boards to show film clips and other forms of instructional materials to support the content areas. Our science teacher also utilizes a technology based lab cart to assist with the experiential process.

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

To ensure that ELLs are appropriately evaluated in their in their native languages throughout the year we provide translation services. On staff we have 3 Asian teachers who assist with translation in Chines, Mandarin and Cantonese. We also have 9 teachers who assist with spanish translations when needed.

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Materials: Wilson - Foundations K-2nd

Materials: Ready Gen Reading Program 2nd thru 5th

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

Materials: Go Math K-5th

Materials: Sadlier Phonics 3rd grade

Materials: Sadlier Vocabulary 4th and 5th

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

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

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

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

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

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

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

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

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

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

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

Courses Taught in Languages Other than English

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

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

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

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

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

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

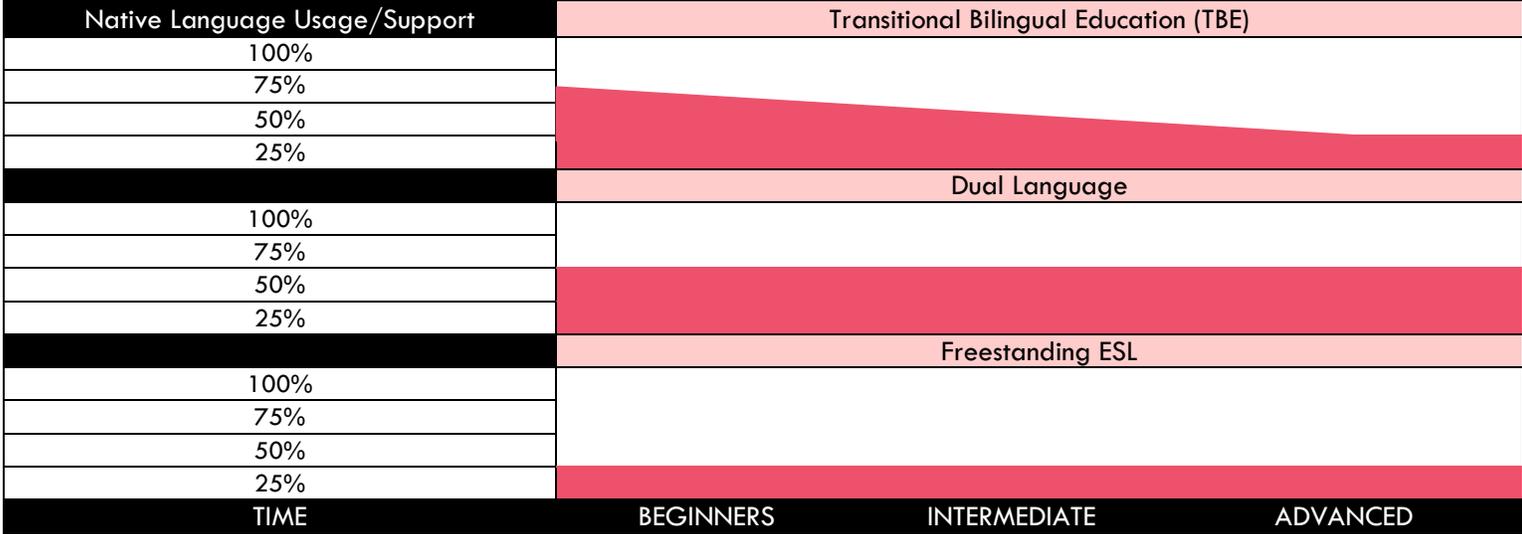
	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.
- We currently only have a targeted ELA intervention program for students in grades four and five. ELL students only receive targeted intervention if the data indicates they are in need of the additional services. Students in grades Kindergarten thru third grade are supported via our RTI extended day program and in small group tier 1 instruction within their classroom setting. Mathematics intervention is also provided based on pre assessment unit data for students in grades 2nd thru 5th grade. Both of these intervention programs are delivered in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Utilizing our NYSESLAT data we find that our current program is proving to be effective a large number of students continue to test out of the program and/or move across the proficiency levels. Most of our current ELL students are currently at the advanced level and have demonstrated growth. Our concern and focus is to discontinue those 7 ELL students who have been receiving services for the past 4-6 years.
11. What new programs or improvements will be considered for the upcoming school year?
- At the current time no new programs are being considered for the upcoming school year. We believe that with our new reading program Ready Gen we will be able to further support our ELL students with needs specific to language acquisition.
12. What programs/services for ELLs will be discontinued and why?
- At the present time we will not be discontinuing any of our services.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- When funding is available all ELL students are afforded the opportunity to attend our instructional after school program for grades 3-5. Utilizing the Title III funds an after school program is established for grades with the largest number of ELL's as means of further addressing their needs. In addition, teachers work together in grade level teams in order to ensure cohesive instruction is being planned and implemented. ELL students are also afforded the opportunity to attend school trips, assemblies, spirit week, Randall's Island soccer program, YMCA swimming program for 2nd grade students and our music program with Education Through Music. All ELL's participate in enrichment programs as part of a school class effort and for after school programs they are invited to attend via applications that are sent home inviting them to participate in the after school programs. For our Title III programs many students participate, but we find that if they are currently attending other after school programs they tend to remain in programs they are currently enrolled in.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The following instructional materials, including technology are used to support ELLs in the area of Literacy and content area:
- Read Aloud Big Books K-5
 - Leveled Classroom libraries K-5 for literacy and content area
 - Fountas and Pinnel Assessment
 - Guided Reading Sets K-5
 - Foundations - Wilson
 - Santillana Intensive English K-2 ELLs Only
 - Learning English K-5 - ELLs Only
 - Renaissance Learning (technology)
 - NYSESLAT instructional materials -ELLs Only
- Smart boards are also utilized to present lessons and engage students in interactive games.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- When we make decisions about student placement we make every attempt to place beginning ELLs-who are predominantly Spanish speaking in classrooms with teachers and/or paraprofessionals of the students' native language. Currently, we have 3 Kindergarten students in a classroom with a licensed ESL teacher, 3 with a bilingual speaking teacher and three who are supported at designated periods in the day by a fluent bilingual paraprofessional. We also try to group children together who are speakers of less prevalent languages, such as African American dialects, so they can support each other linguistically and emotionally.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Our ESL services support and correspond to ELLs ages and grade levels as students are grouped not only by levels but also by grade/age. When creating our groups we aim to keep them together as a grade and proficiency level. When block of time are limited we then group students within two corresponding grades such as Kindergarten and First, second and third and fourth and

fifth. Materials purchased for the ESL program are all age and grade level appropriate. We ensure that students have access to materials they can engage with tactillily and kinesthetically and well as ample opportunities for visual support and oral support such as books on tape.

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

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

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

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

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

D. Parental Involvement

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

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 04M83 School Name: Luis Munoz Rivera

Cluster: CFN # 408 Network: Lucius Young

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Luis Munoz Rivera PS 83	DBN: 04M083
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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 20
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Based on our data from the 2013-2014 NYSESLAT it was decided by the LAP committee to utilize Title III funds allocated for the 2014-2015 school year to provide beginning and intermediate ELL students with an after school program. Data shows that out of 38 ELL students there is a need to support new incoming students and returning students entering the first and second grade. According to our NYSITELL and NYSESLAT data there are three students in Kindergarten one at the beginning level and 2 at the intermediate level. In grades first and second grade there are 15 students who are at an intermediate level and 2 students at the beginning level. Data indicates that the greatest areas of need is writing and reading. We have two students who are new to the country and need support in all areas. Although we have 5 students in grades 3rd-5th needing support in reading and writing those students will be receiving services in their targetted area of need via our City Year Instructional After school program 4x a week Monday thru Thursday from 2:45 pm to 5:00 pm. The Kindergarten thru second grade program will be instructed in English by a highly qualified teacher. Language acquisition will be facilitated through an interdisciplinary approach with an emphasis on the content areas. Utilizing Santillana Intensive English: a standards based English Language Development program designed to help students acquire social and academic language skills through content-based instruction and Reader's Theater a standards-based flucency program students will be afforded the opprotunity to experience the English language through technology, drama, conversational, visual and tactile activities, vocabulary development and choral reading. Incorporatting these varied strategies will assit in meeting different ldearning modalities, expose students to conversation English while simultaneously incorporating the New York State Standards for Reading, Writing, Listening and Speaking. By utilizing varied approaches students will feel less inhibited in speaking, reading and writing the English Language.

Sessions will be held 3x a week for an hour and half hour on Wednesday, Thursday and Friday. The program will commence on Wednesday, December 3rd and culminate on Friday, May 29th. Utilizing the Santillana Intensive English Program twice a week students will be introduced to lessons that incorporate vocabulary, literature through shared reading and read aloud, book talk, writing and phonemic awareness. Once a week students will also be afforded the opporutnity to integrate drama into literature using the Building Fluency through Reader's Theater. In addition, students will have the opportunity to work in small groups and engage in center activities such as listening centers, word games, partner reading and guided reading and technology. The technology Smarty Ants Reading World program will provide explicit, systematic instruction centered in the six essential pillars of reading: phonoligcal awareness, phonics, fluency, vocabulary, spelling and reading comprehension for all students.

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 III teachers will receive professional development via turn key sessions during the 80 minute extended day. Turn key sessions will be provided by members of the LAP team as they delve into their book studies. Our ESL teacher will provide teachers supporting ELL's with turn-key sessions based on off-site professional development sessions she attends. In addition, we will provide opportunities for classroom teachers to attend off site professional development sessions that are at no cost to the school. It is our intent to incorporate professional development on how to address, support and meet the needs of ELL students within a monolingual classroom setting. The Language Allocation Policy Committee will come together as a professional learning community to conduct an in depth study on the acquisition of language through differentiated instruction. The team will utilize the following professional readings: Differentiated Literature Instruction for English Language Learners by ALice I. Quiocho; Sharon H Wanoff and Differentiating Early Literature for English Language Learners: Practical Strategies by Paul Bagerl Batstome and Ladybugs, Tornados, Swirling Galaxies English Language Learners Discover Their World Through Inquiry by Brad Buhrow and Anne Upczak Garcia. It is expected that through their learning they will be able to incorporate new strategies to better service ELL students and provide professional development to the rest of the school community. PD will be of no cost to Title III.

Part D: Parental Engagement Activities

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

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

Begin description here: In strategizing how to increase parent and communitiy participation of our Title III and all ELL parents our school community host monthly workshops during the school day supporting parents with topics such as: Health issues- diabetes, ADHD, safety, discipline, instructional math and literacy, food stamps, food pantries, cancer screening and many others. Furthermore, teachers will also be hosting workshops during the 40 minute extended day dedicated for parents. Our ESL teacher will provide workshops to parents focusing on strategies they could use at home to support their children with developing the spoken and written English language. In addition, grade teams and our Special Education team will provide workshops to parents on how to read an IEP and the Special Education process. Parents will be kept abreast of all activities via our mass messaging system as well as our monthly calendar and reminder fliers and letters.

We are also collaborating with Union Settlement in which they will sponsor an ESL program at our school on Monday and Wednesday from 11:30 - 2:00 for all parents interested in participating. All parents will receive notification and an invitation to participate in the program with dates and time to report for registration. It is expected that via these workshops and with ESL classess parent will become

Part D: Parental Engagement Activities

aquainted with the English Language and more knowledgeable with the instructional process to better assist their children. This will be of no cost to Title III.

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	_____	_____