

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

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

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

Principal: BRANDON MUCCINO

Principal Email: BMUCCIN@SCHOOLS.NYC.GOV

Superintendent: MARIA LOPEZ

Network Leader: BENJAMIN P. SOCCODATO

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Brandon Muccino	*Principal or Designee	
Deia Capella	*UFT Chapter Leader or Designee	
Jasmine Flores	*PA/PTA President or Designated Co-President	
Pauline Bello	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jorge Erazo	Member/ Parent	
Jeannine Timpone	Member/ Parent	
Barbara Faughnan	Member/ Teacher	
Rosemary Mercora	Member/ Teacher	
Nathalie Rosa-Leon	Member/ Parent	
Kristy Falotico	Member/ Teacher	
Denise Soto	Member/ Parent	
Karen Rice	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

By June 2015, PS 83 will increase the number of students achieving a level 3 or 4 on the NYS ELA in grades 7 and 8 by 3%.

Comprehensive Needs Assessment

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

In 2014, 15.8% of students in grades 7 and 19.5% of students in grade 8 scored a 3 or 4 on the NYS ELA Exam. The school as a whole has a rating of 27.9% proficiency so the gap is apparent and must be reduced.

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. Establishment of accelerated classes in grades 7 and 8; Kaplan after school Enrichment/SHSAT course for invited students in grades 6,7, and 8; Sports and Arts STEM programs in grades 6,7,8; School intervisitations focused on best practices in accelerated classes which include visits to G&T schools and local high schools; enrichment component added to differentiation planning during inquiry team meetings for all grade levels; establishment of vertical grade level planning team; continuation of after school tutoring program two days per week, an after school Regents supplemental course has been implemented; implementation of Codex routines and materials

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

1. ELA teachers, AIS teachers, Kaplan instructor, Success Maker consultant, ELA middle school staff developers/coach,

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

1. After school tutoring program will be monitored using diagnostic pre and post testing November and April, Kaplan program generates diagnostic pre, mid and post tests, accelerated class teacher generates regular progress reports and report cards for students and will compare MOSL pre and post test results, teachers will offer verbal feedback on learning gained from inter school visits and vertical team planning, inquiry teams set benchmark targets based on implementation of new strategies, Sports and Arts in schools provides attendance and project completion data for individual students, Regents supplemental course has bi-monthly progress check ins, Codex embeds unit assessments into its program

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

1. Kaplan program runs from October to December for grades 7 and 8 and from January to April for grade 6, after school tutoring runs from October to April, Sports and Arts runs October to May, accelerated daytime classes run Sept. to June, Regents supplemental course runs December to June, Successmaker instruction is October to June, school intervisitations are on a monthly basis, inquiry planning and vertical planning team meetings take place on a monthly basis, Codex is used daily throughout the year

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

1. There is one AIS teacher on each grade level trained in Success maker, one grade 7/8 ELA teacher is trained by Kaplan, one teacher instructs students during the supplemental Regents course, there is one STEM Robotics course taught by a PS 83 science staff developer, two teachers teach 7th and 8th graders in after school tutoring sessions, all ELA grade 7 and 8 teachers use Codex and were invited to receive training on the program, one teacher from each grade is represented on the vertical planning team, grade level Inquiry Team meetings take place on Monday afternoons once per month, All AIS teachers are trained in Success Maker implementation as this is a purchased software program. AIS teachers turnkey to homeroom teachers as necessary.

Strategies to Increase Parental Involvement

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

Parents receive introductory letters guiding them through at-home participation in the Success Maker program and were invited to meet a Success Maker representative during November parent teacher conferences; AIS teachers maintain parent contact using individualized progress reports; Bi-monthly progress reports are sent to each family; November report cards include a supplement noting the student's F&P reading level with at-home strategies for improving reading comprehension; parents are invited for one-on-one conferences on Tuesday afternoons; classroom teachers have received training on how to create, update and maintain a class webpage on PS83.org in order to keep parents aware of assignment and class activities

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

Sports and Arts in Schools funding,

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.

5% of English Language Learners who scored a level 1 in ELA and/or Math on the 2014 NYS Standardized exams will increase to level 2 on the 2015 NYS ELA and Math exams.

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.

The School Quality Snapshot shows that English Language Learners showed the least improvement of all student groups on both the ELA and Math exams compared to other students who scored at the same level in the previous year. Overall, the percent of ELLs scoring a level on the NYS Math exam increased by approximately 2% to 56.1% in 2014 and the number of ELLs scoring a level 1 on the NYS ELA exam decreased slightly but was 68.8%

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. ELL Department teachers have created teacher workshops differentiated for grade levels that address strategies for instruction of ELLs within general classroom settings. Much of the information is aligned to the SIOP model. Intermediate ELL students are scheduled for weekly Success Maker online sessions. ELL students are invited to after school tutoring sessions designed specifically for this subgroup and taught by ELL licensed teachers.

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

1. ELA and Math classroom teachers, ESL Department Teachers, Staff developers, AIS teachers, Network ELL Trainers

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

1. Success Maker program generates individualized weekly progress reports, Teachers trained in ELL methodology will fill out satisfaction surveys, after school program materials embed diagnostic pre and post testing into the program

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

1. After school ESL tutoring program begins in December and ends in April, grade level teacher training takes place on a monthly basis during professional development Mondays, parent instruction (described below) takes place weekly from December to May

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

1. There are 3 ESL teachers in the ESL department and all are involved in teacher training, 2 ESL teachers instruct students in after school tutoring and 1 ESL teacher instructs parents attending in the afternoons, ESL teachers received Success Maker training in November, ESL teachers distribute SIOP model materials as necessary

Strategies to Increase Parental Involvement

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

Parents are invited to afternoon classes on American culture and language. These 2-hour weekly classes begin in December and end in May. Lessons are differentiated based on the communication ability of the participants.

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.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, 5% of students with disabilities in grades 5 and 6 will increase their ELA score from Level 1 to level 2 on the NYS ELA exam.

Comprehensive Needs Assessment

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

In 2013, 67.6% of students with disabilities in grade 4 scored a level 1 on the NYS ELA exam. 78.3% of students with disabilities in grade 5 scored a level 1. These were the lowest performing grades for SWDs.

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. An additional IEP teacher/Special Education staff developer was hired for the middle school. This increased the number of periods students can be served in a Resource Room environment and allows for more general education teacher assistance – i.e. modeling, professional development; IEP compliance guidance. Implementation of Success Maker program for struggling students; addition of ICT class on grade 5, making two ICT classes on the grade; Establishment of after school tutoring program as well as additional after school SETTS instruction; Monday afternoon professional development specifically tailored to assisting general education classroom teachers with special education strategies such as UDL

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

1. Middle School IEP teacher; Success Maker consultant; AIS teachers; after school SETTS teacher; after school tutoring instructors; Success Maker software, remedial materials for after school programs, UDL professional development materials

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

1. IEP teachers maintain a progress checklist relevant to IEP goals, classroom teachers complete bi-monthly progress reports on academic progress in ELA and Math; Most data will track pre and post Math/ELA progress from October to May; report cards track progress each semester; Success Maker weekly reports; after school program materials are embedded with diagnostic benchmarks

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

1. Success Maker online participation takes place from October to June; After school tutoring and SETTS programs run from November to April: Additional IEP teacher services students Sept. to June; Professional Development takes place during weekly Monday afternoon professional learning team meetings.

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

1. The additional IEP teachers gives grades 5-8 a dedicated teacher who will oversee 2 SETTS teachers along with all Sp.Ed. teachers. After school tutoring sessions run two days per week for one hour each day; Students sign on to Success Maker for 3 30 minute sessions per week; Professional development takes place for one 70 minute period weekly and addresses different grade levels on a cyclical basis.

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).

Teachers reach out to parents on Tuesday afternoons by phone or email as well as holding monthly workshops to explain curriculum. Unit plans listed on website. Teachers update classroom websites to include guidance on assignments and class events. The school updates PS 83.org weekly to keep parents abreast of upcoming events and helpful information including educational websites and Department of Education initiatives..

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.

Title I SWP and CIE Funding

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.

PS 83 will add at least 5 more parent outreach activities through afternoon and evening events in a variety of educational and health related programs

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.

Parents at Parent Teacher Association meetings and at School Leadership Team meetings have voiced concerns about how best to help their children at home with academics. In addition, in a Community Learning School survey, parents and teachers indicated that they would like additional support in the area of teaching children about physical and social well-being. Finally, parents who are recent immigrants have expressed the need for communication in multiple languages and a desire for English language classes.

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. This year, PS 83 has placed a major emphasis on health and wellness and planned a health initiative at every grade level. Kindergarten is visited by dentists and other community workers who speak with students on health and physical safety. Grades one and two participate in the Cook Shop program. Grade 3 will visit Safety City for workshops in the spring, Grade 4 participates in the Family Health Challenge, Grades 5, 6 and 8 will participate in a health murals project, and Grade 7 will participate in the Yankees Healthy Home Plate Program. All of these programs have a family component where parents attend associated evening or afternoon workshops or may attend the trips with the students. To address language needs, all major communication is sent home in multiple languages and offered on PS 83.org in multiple languages. Translators are available at evening and afternoon family events. A number of Family Math and Literacy nights have been planned for this school year. Adult English Language instruction will take place 2 days per week beginning in December. A Community Health Fair and Fun Run is being planned for June as a culmination of our health initiatives.

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

1. Staff developers and teachers plan and present evening Math and Literacy workshops, ESL teachers teach after school Adult English classes, a School Wellness Council has been formed in order to coordinate health initiatives and plan the May Health Fair, bi-lingual teachers and paraprofessionals have been identified and recruited to translate disseminated information and at workshops, CookShop, The Family Health Challenge, Yankee Home Plate and murals programs provide all cooking and painting resources for students and families

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

1. The Wellness Council tracks data in a database in order to create a School Wellness Report Card evaluating all health initiatives. Parents fill out surveys at the conclusion of Family academic workshops and these are reviewed at the following Curriculum Team meeting in order to adjust planning for future workshops. These evaluations are also translated into multiple languages. ESL teachers track parent progress and review at ESL department meetings with the principal.

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

1. Health initiatives run through the course of the year and Wellness Council meets twice monthly from November to June. Family Math and Literacy nights begin in October and end in May. Adult English Language instruction takes place twice weekly and begins in December ending in May.

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

1. One ESL teacher teaches adult English Language classes two days per week for two hours. The Wellness Council meets twice monthly on Monday afternoons and is comprised of three teachers, two parents, one student and two administrators. The 7 staff developers meet weekly to plan workshops and review past surveys and student data.

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).

All information about these family events will be sent in multiple languages. In addition, translators will be available at events. New health initiatives have aligned family workshops and /or trips.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
XTitle I PARENTAL INVOLVEMENT 10% SET ASIDE											

Goal and Action Plan #5

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

Annual Goal #5

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

By June 2015, 100% of students will have participated in the Positive Behavior Intervention System introduced schoolwide by all staff members in order to reduce teacher removals by at least 15% as reported in OORS.

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.

Last year, the number of teacher removals was approximately 5 per week. This led to missed class time and incomplete work.

Instructional Strategies/Activities

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

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

1. The PBIS program has been introduced this year to teachers and students and is based on the 3 pillars of Bulldog (our school mascot) Pride – Respect, Responsibility and Reflection. Through a series of assemblies and a Bulldog Buck reward system, students are encouraged to make decisions based on the three pillars. In addition, each staff member has agreed to mentor 10 – 15 students that they will check in on regularly with regard to attendance, academics and social well-being. These students should feel that this is an additional person in the school community that they can turn to and trust.

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

1. The deans have tailored the PBIS strategies for our school, creating explanatory posters, the Bulldog Buck incentive system and the Bull Dog Reward store. Supplies are related to creation of the Bulldog Pride posters, Bulldog Bucks and Bulldog Store inventory.

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

1. Deans review the number of student removals with the principal on a monthly basis. Deans have their own weekly meetings to evaluate effectiveness of the initiatives and implement any needed adjustments. Deans meet weekly to monitor the number of students placed in the SAVE room.

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

1. The Positive Behavior Intervention System routines are in place from September to June.

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

1. There are a total of 5 deans in the two buildings who meet with students on a regular and individual basis as needed and address them in a large group setting at weekly grade level assemblies.

Strategies to Increase Parental Involvement

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

Parents received information packets on the Positive Behavior Intervention System. Deans make weekly outreach calls to students in danger of removal.

Budget and Resource Alignment

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

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

Bulldog store donations from parents, staff members, community members and partner programs.

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	Success Maker, guided reading, close reading, Fountas & Pinell Leveled Literacy Intervention kit	Small group pull-out and classroom push-in, small group tutoring	During the school day and after school
Mathematics	Success Maker, modeling, hands-on activities and games	Small group pull-out and classroom push-in, small group tutoring	During the school day and after school
Science	Success Maker, modeling, hands-on activities and games	Small group pull-out and classroom push-in, small group tutoring	During the school day
Social Studies	Success Maker, modeling, hands-on activities and games	Small group pull-out and classroom push-in, small group tutoring	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Group guidance using a variety of at-risk methods including games, role-play and coping strategies	Small group	During school

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

We maintain close relationships with local colleges and welcome student teachers from these programs. Often, these teachers are strong potential hires. Once hired, new teachers receive support through a school-based mentor as well as a network mentor who conducts workshops, observations and weekly follow-up meetings. Staff developers meet with new teachers weekly, offer planning and teaching resources and model lessons as necessary. A September welcome workshop is offered to acquaint new teachers with the school, its policies and practices related to its vision.

High Quality and Ongoing Professional Development

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

Professional development is tailored to the needs of the staff based on staff surveys, assessment data and Danielson observation data. These sessions are held weekly and may be facilitated by administration, staff developers, consultants or classroom teachers. Assistant principals and staff developers attend network support meetings and turnkey information. Paraprofessionals also receive training relative to their assignments on professional development days and during Monday professional learning team meetings. The principal attends network and district meetings regularly and turnkeys information upon his return.

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

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

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I and Title III Funds and human resources to implement this action plan from Sept. 2014-June 2015 as follows:

- **Supervisor per session**
- **Teacher Per session for afterschool programs.**
- **Instructional materials to support curriculum development and instruction during the regular school day and after school.**
- **Consumable instructional materials and non-consumable software and hardware for use during core instruction, in-school AIS, and afterschool.**
- **Technology purchases, hardware and software, designed to augment data collection, Academic interventions, curriculum design, communication, lesson implementation to improve student learning.**

Parent coordinator, school social worker, teachers and administrators, the Parent Association and SLT Committee work with local community boards, elected officials, to secure state, local and federal initiatives and programs/grants that can be utilized for promoting the success of all students. Through a combined effort we have secure grants such as , The Cook Shop program , Yankee Healthy Home Plate Program, School Wellness Council (SWC) Implementation Grant are to support our community health initiative.(?)

Partnerships with local organizations such as the Bronx Arts Ensemble and Sport and Arts promote across the grades augment our arts program.

Project Boost Money provided by Sen. Klein is utilized for the enrichment after school program and it is enhanced with trips to Science and Arts institutions and community/multicultural events to promote hands-on learning.

Our Parent Coordinator and Guidance Counselors will make outreach to parents to gauge if additional monetary assistance is needed that can be funded by PTA, STH funds or GSF funds (i.e. food, clothing for uniforms and field trip opportunities). The goal is to support our neediest students and to make sure students are not excluded from participation in all academic and non-academic school activities/ functions.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

We have open school days where parents can sit in with students. Parents are also welcomed in during the last 15 minutes of each day. In the evenings we offer orientation and intro to Common Core nights.

Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers meet regularly to discuss MOSL assessments, unit assessments and teacher created assessments to best match each student with a type of assessment. From there, teachers use this information to drive group and individual 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).

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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. (Refer to Galaxy for FY '15 school allocation amounts.)	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 has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$1,068,218.91	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	\$162,949.00	X	See action plan
Title III, Part A	Federal	\$21,872.00	X	See action plan
Title III, Immigrant	Federal	\$17,791.00	X	See action plan
Tax Levy (FSF)	Local	\$8,661,220.00	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 11	Borough Bronx	School Number 083
School Name The Donald Hertz School		

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 Brandon Muccino	Assistant Principal Jennifer Lana Etzel
Coach Linda Collins	Coach
ESL Teacher Linda Stinga	Guidance Counselor Joanne Rubino
Teacher/Subject Area Elaine Mandas/ESL	Parent Eleanor Conte
Teacher/Subject Area Rachel Roos/ESL	Parent Coordinator Anne Daly
Related Service Provider Cathy Lembo-Loyd	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1685	Total number of ELLs	177	ELLs as share of total student population (%)	10.50%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	132		4	40		12	5		2	177

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	132	0	4	40	0	12	5	0	2	177
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	12	13	13	18	3	4	1	4					74
Intermediate(I)	2	0	0	0	3	4	5	6	4					24
Advanced (A)	9	11	10	7	5	7	12	11	7					79
Total	17	23	23	20	26	14	21	18	15	0	0	0	0	177

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	16	2			18
4	7	2			9
5	6	2	1		9
6	11	1			12
7	11	1			12
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	11		5		4				20
4	9		3						12
5	5		2		2		1		10
6	3		8		1				12
7	7		2		1				10
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		7		2				11
8									0

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.
 Our assessment tools include Fountas and Pinnell Running Records Levels recorded three times yearly and the New York City DOE Performance Assessment: Pre Assessment in ELA and Spring Post Assessment in ELA. The assessments show that Beginner level ELL learners in grades K-8 are performing at a lower reading level than their Native English Speaking peers. The gap between ELLs

reading level and Native English Speakers increases for Beginner and Intermediate ELLs when they reach the Middle School. Advanced ELLs are approximately 2 years behind grade level reading in most cases. One way ELLs literacy skills are addressed is through instruction in phonics skills. Background is built for students so that they can connect with the texts they are reading and develop academic vocabulary to support them. Reading comprehension skills are taught explicitly and fluency is stressed. Students also have access to a leveled reading website, RAZ Kids which is an on-line program that reads books aloud to students and provides a comprehension quiz. Students may also record their reading on the computer for the student and teacher to listen to and provide feedback.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
As we look at the results of the NYSESLAT and LAB-R, we can see patterns across the proficiency levels. We have a large population of Beginner and Advanced level ELL students in the program. The population of Intermediate ELL students is much smaller in comparison. The largest cluster of Beginner ELLs can be seen in grades 1-4. We had many new admits in these grades. In grades 5-8 Advanced level ELLs outnumber all other levels. It should be noted that we have smaller numbers of ELL students in grades 5-8.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
n/a
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?n/a
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Our school uses data from the NYSESLAT and State Tests in both ELA and Math to guide instruction for ELL students. The ELL students' progress is tracked by Student Level: Beginner, Intermediate and Advanced, grade level, culture the student is from and knowledge of their first language. By analyzing student progress we can make school wide instructional decisions to benefit our ELLs.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers are given a list of their ELL Students along with the students' proficiency levels at the beginning of the school year. This list is updated as new students arrive. Knowing the proficiency level, teacher's can plan appropriate scaffolding techniques and outcomes for their students. ESL teachers are also available to meet with classroom teachers as needed to collaborate on instructional decisions for ELL students.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our ESL program by looking annually at the NYSESLAT scores. We record student exit rate, length of stay in the program and year to year progress for each student. The progress of our students is also evaluated through observation, quizzes and written assignment graded with a rubric. Finally, we take into account how our students perform on the state exams as a measure of the success of our program.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial

assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Parents are administered the Home Language Identification Survey upon registration of their child by ESL teachers Elaine Mandas and Rachel Roos. Additionally, translation in Albanian is provided by Arjana Kurti, 3rd grade teacher, Spanish translation is provided by Ida Gutterman, AIS teacher, Jackie Alejandro, Paraprofessional and Arabic translation is provided by Dream Alayah, a parent volunteer. Each is a native speaker of these languages. The HILS Surveys are completed by the ESL teachers. Students who are identified as potential ELLs are interviewed and administered the LAB-R within the ten day period by an ESL teachers Ms. Mandas , Ms. Roos or Ms. Stinga.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Parents of newly identified ELL students are invited to attend an Orientation Meeting in the beginning of the school year. The Entitlement Letters are sent home to the parents in their native language inviting them to the meeting. Follow up translated letters are also sent home to remind parents to attend the meeting. Present at the meeting are the ESL teachers, Ms. Mandas, Ms. Roos and Ms. Stinga and translators Ms. Kurti, Ms. Gutterman, Ms. Alejandro and Ms. Alayah. Parents learn about the three program choices that the city offers ELL students. The Orientation Video provided by the NYC DOE is shown to parents in their home language to explain the three choices offered. The ESL teachers and translators assist parents with filling out the Parent Survey and Program Selection Forms. Parents unable to attend the initial meeting are invited to come during Parent Teacher Conferences in November. New admits after November are asked to attend a meeting during the March Parent Teacher Conferences Night. The same procedures are followed for these meetings as have been stated above. Parents who are unable to attend any of these meetings are encouraged to make an appointment with their child's ESL teacher to complete these forms and view the video.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Entitlement letters are distributed each fall by the ESL teachers. The letters are sent home to the parents of all ELL students. ESL teachers keep a copy of each letter sent home in the Home Language Identification Survey Binder in their offices. Parent Survey and Program Selection Forms are given to the parents at school and completed on site. We do this to ensure that parents have completed the forms appropriately. These forms are also filed in the Home Language Identification Binder.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Identified ELL students are placed into a class which contains a small group population of ELL students in it. Students are grouped by their NYSESLAT levels in these small groups. Students are placed in a classroom where at least one other student speaks their native language when possible. If a parent requests a Bilingual Program for their child, we make every effort to help find a school that can accommodate them. Parents receive communication from the school in their native language when possible. We make every effort to provide native language translators at all parent meetings.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Each spring the ELL students are evaluated with the NYSESLAT. Students are tested by the ESL teachers Ms. Roos, Ms. Mandas and Ms. Stinga. The speaking portion of the exam is administered one on one by an ESL teacher that did not service the student. The listening, reading and writing parts are administered in small grade level groups to ensure optimal outcomes.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
Upon review of the Parent Survey and Program Selection Forms for the past few years we can see that the trend in program choice has been Freestanding ESL. In the 2013-14 school year we had 41 new ELL students. All forms submitted chose Freestanding ESL as their first choice. In 2012-13 we had 38 new ELL students. All forms submitted chose Freestanding ESL as their first choice. Our program model is in alignment with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 1a. Instruction is delivered through a push-in/pull-out model. The Beginning and Intermediate students are grouped into classes on grade levels by proficiency levels to enable the ESL teacher to provide push-in and or pull-out services. For Advanced students push-in and or pull-out services are provided in a separate small group.
 - 1b. The program model is homogeneous.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

ESL teachers meet and decide how to break up the service of the ELL population to ensure that all students receive the mandated number of minutes of service according to proficiency levels. Students at the Beginner and Intermediate levels are pulled out for small group ESL instruction. Advanced students receive services in the push-in model when possible or pull-out model.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

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

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

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

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

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

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

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

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

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

Courses Taught in Languages Other than English

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

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

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

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

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

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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

C. Professional Development and Support for School Staff

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

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

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

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

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

D. Parental Involvement

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

E. Additional Information

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

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Brandon Muccino	Principal		1/1/01
Jennifer Etzel	Assistant Principal		1/1/01
Anne Daly	Parent Coordinator		1/1/01
Linda Stinga	ESL Teacher		1/1/01
Elanor Conte	Parent		1/1/01
Elaine Mandas/ESL	Teacher/Subject Area		1/1/01
Rachel Roos/ESL	Teacher/Subject Area		1/1/01
Linda Collins	Coach		1/1/01
	Coach		1/1/01
Joanne Rubino	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Cathy Lembo-Lloyd	Other <u>Related service Prov</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 11X83 School Name: The Donald Hertz School

Cluster: 5 Network: 532

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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



Department of English Language Learners and Student Support

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 80
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 3
of content area teachers: 2

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: At P.S. 83, The Donald Hertz School the majority of the English Language Learners are Spanish, Arabic and Albanian. There are a small number of students whose native languages are Chinese, Italian, Bengali and Urdu among others. Our supplemental programs are designed to meet the needs of our Newcomer/Beginner ELLs and our Advanced and Long Term ELLs. Our Newcomer/Beginner ESL Program and An ESL Afterschool Science Program will address the specific needs of these learners. A total of four classes will be created with our supplemental afterschool program servicing eighty ELL students.

We have had a great influx of students who are Newcomers to the country and have little or no language skills in English. This cluster of students is present throughout the grades. We are focusing on accelerating the acquisition of English in Newcomers and Beginner ELLs in the testing grades. Students that have been in the country from zero to two years and have just entered the country and scored at the Beginner level on the NYSITEL or scored a Beginner Level on the 2014 NYSESLAT and have been here less than two years will be considered for the program.

A total of forty Newcomer/Beginner ELLs will be partaking in the Newcomer/Beginner ESL Afterschool Program. Two classes will be made with twenty students in each class. The first class of twenty students will contain grades 3-5. The spaces will be divided among the three grades equally with seven third graders, seven fourth graders and six fifth graders attending. The second class of twenty students in grades 6-8 will be divided equally among the three grades as well with seven sixth graders, seven seventh graders and six eighth graders attending. Two separate ESL teachers with NY State Certification will instruct each class. One ESL teacher will work with grades 3-5. The other ESL teacher will instruct grades 6-8.

The Newcomer/Beginner Program classes will take place after school on Wednesdays and Thursdays for two hours from 2:30-4:30. The start date is November 12, 2014. The program will end on May 28, 2015 for 48 sessions. The dates include November 12,13,19,20, Dec. 3,4,10,11,17,18 January 7,8,14,15,21,22,28,29 February 4,5,11,12,25,26 March 4,5,11,12,18,19,25,26 April 1,2,15,16,22,23,29,30 May 6,7,13,14,20,21,27,28. The language of instruction will be English.

The Newcomer/Beginner ESL Afterschool Program will help Newcomers and Beginners in grades three through five will focus on developing survival vocabulary and forming a basic knowledge base for

Part B: Direct Instruction Supplemental Program Information

learning the English language. Another area that will be focused on is providing students with Phonics and Grammar Instruction. The SIOP Model will be utilized to teach this program giving students the opportunity to develop vocabulary and use it in their listening, speaking, reading and writing. Cooperative learning strategies will be used to enhance student learning as they acquire English. Technology will also be incorporated to enhance their understanding of the content delivered in English. Topics to be covered include Nice to Meet You, Your School, Your Day at School, Everything You Do, At Lunch, Information Everywhere and How Do You Feel?.

The Newcomer/Beginner ESL Afterschool Program for grades six through eight will focus on providing Newcomer Middle School ELLs in grades six through eight with instruction to better enable these students to participate and learn in their classrooms. The students targeted for instruction are Newcomer and Beginner ELLs. Subgroups include Newcomers and Beginners who will be focusing on developing survival vocabulary and forming a basic knowledge base for learning the English language. Another area that will be addressed is providing students with Phonics and Grammar Instruction. The SIOP Model will be utilized to teach this program giving students the opportunity to develop vocabulary and use it in their listening, speaking, reading and writing. Cooperative Learning strategies will be used to enhance student learning as they acquire English. Technology will also be incorporated to enhance their learning and understanding of English. Topics to be covered include Personal Information, Family, Friends, School, The School Day, Everything You Do (activities inside and outside school), At Lunch, Information Everywhere, and Clothing.

The materials that will be used for the Newcomer/Beginner ESL Program include In the U.S.A. for grades third through fifth and Inside the U.S.A. for grades sixth through eighth by National Geographic Learning/Cengage Learning. The programs develop students' survival vocabulary through use of vocabulary picture cards and audio, and it also teaches literacy and writing skills through theme books sharing inspirational newcomer stories. The program will also utilize myNGconnect.com to provide students with a technology resource to embed their learning. It also provides comprehension activities to practice and assess fluency, videos to build background, close reading CDs and MP3s, language CDs and MP3s. Furthermore, students will use the Longman Keystone Phonics and Word Analysis Program to teach phonics in a systematic way to address the needs of our Arabic speakers.

Furthermore, we want to create another part of the supplemental program to address the content area needs of our Advanced/Long-term ELLs in the area of Science. Our testing results for the NY State fourth and eighth grade science test show that our ELL students perform at a significantly lower level than our native speaking students. The results indicate that our students need more exposure to Science concepts and practice in conducting experiments using the Scientific Method. Science will be focused on in the 2015 NYSESLAT and we want to support our ELLs with extra instruction in this area. Students that performed at the Advanced level on the 2014 NYSESLAT will be considered for the program.

The ESL Afterschool Science Program will include forty ELLs. There will be two classes created with twenty ELLs in each class. One class will contain students in 3-5 grades and the second class will contain students in grades 6-8. The spaces will be divided among the three grades equally with seven third

Part B: Direct Instruction Supplemental Program Information

graders, seven fourth graders and six fifth graders attending. The second class of twenty students in grades 6-8 will be divided equally among the three grades as well with seven sixth graders, seven seventh graders and six eighth graders attending. A total of three teachers will instruct the students in this program. One NY State Certified ESL teacher will push-in to the 3-5 grade class and the 6-8 grade class for a 30 minute period during each class session. One NY State Certified N-6 teacher will instruct the 3-5 grade class. A NY State Certified Middle School Science teacher will instruct the 6-8 grade class.

The purpose of the program is to increase students' vocabulary in science, enhance their knowledge of concepts and to provide them with experience using the scientific method to complete science experiments. The ESL Science Afterschool Program will instruct students using the SIOP Model and incorporate ESL Methodologies to improve student outcomes.

The materials that will be used for the Program include National Geographic Ladder Science for grades three through five and Gateway to Science for grades six through eight. The National Geographic Ladders Science allows students to experience Life, Earth, Physical Science and STEM topics using differentiated informational reader texts. Science is taught through literacy and differentiated reading. The topics are high-interest and feature explorers as they conduct real-world science. The Gateway to Science Program from National Geographic is a supplemental program designed to introduce students to key vocabulary, concepts and learning strategies. The program is designed for students who are not reading on grade level. It provides research-based evidence and visuals to support learning. Finally, it prepares students for core science programs and national assessments. There is an audio component to boost students' auditory skills.

The 6-8 grade ESL Science Program will follow the same schedule and times as the Newcomer/Beginner ESL Program. Classes will take place on Wednesdays and Thursdays for the dates listed from 2:30-4:30. The 3-5 grade ESL Science Program will take place after school on Wednesdays and Thursdays for two hours from 2:30-4:30. The start date is November 12, 2014. The program will end on May 28, 2015 for 48 sessions. The dates include November 12,13,19,20, Dec. 3,4,10,11,17,18 January 7,8,14,15,21,22,28,29 February 4,5,11,12,25,26 March 4,5,11,12,18,19,25,26 April 1,2,15,16,22,23,29,30 May 6,7,13,14,20,21,27,28. The language of instruction will be English.

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:

Part C: Professional Development

The Professional Development Program for the Title III teachers has been designed to assist the ESL educator with methods and understandings to enhance instruction of Newcomer and Beginner ELLs and Advanced/Longterm ELLs. The topics have been chosen to closely align with the needs of instruction for this population. The Topics chosen are: Building and Activation of Prior Knowledge. Activation of Prior Knowledge is a key concept when dealing with ELLs. Stenghtening knowledge in this area will help the teacher connect the content to the learner. The next topic is Methods of Vocabulary. This topic was chosen because of the importance of developing strategies to teach vocabulary to our ELLs at all school levels. The third topic will be Using Self-Corrective Techniques. This PD was chosen to delve into the area of how and when to give corrective assistance to our ELLs. The fourth topic will be Common Grammatical Difficulties. This PD was chosen to address the Grammer needs of our ELLs enabling them to improve their speech and writing. The fifth PD topic will be Reading Activities for English Language Learners. ELL students struggle to read in English. This PD will help the teacher develop additional strategies to assist in instructing this population in reading.The last PD topic is Methods of Assessing and Checking Comprehension. The purpose of this topic is to help the teacher differentiate types of assessments provided to the students.

The teachers that will be receiving this training are Linda Stinga, Rachel Roos, Jillian Salerno and Linda Collins.

The Professional Development for ESL teachers Instructing the Newcomer/Beginner ESL Afterschool Program will take place on the second Friday of each month beginning in November and continuing until April from 2:30-3:30 pm. The dates for PD are Nov. 14, Dec. 12, Jan. 9, Feb. 13, March 13, and April 17. The Science PD for the Elementary Teacher and the Content Area Science Teacher in conjunction with an ESL teacher will take place the second Monday of each month from 4-5 pm. The dates included for the PD are Nov. 10, Dec. 15, Jan. 12, Feb. 9, March 9 and April 13.

PD will be provided from several resources. PD to improve teachers ability to work with ELLs will be taught by The Master Teacher Company by accessing their website. Another source of PD will be the Pearson Online PD Teacher Toolkit. This resource offers videos and PD sessions on the SIOP model.This part of the PD will be presented by Linda Stinga. The final source of PD will be the book Science Instructional Strategies for English Learners-A Guide for Elementary and Secondary Grades Published by IDRA-Intercultural Development Research Association.

The topics to be covered during Professional Development for the Newcomer/Beginner ESL Afterschool Program include November 14- Building and Activation of Prior Knowledge using the SIOP Model. The teachers will discuss the difference between building and activating prior-knowledge methods and explore using text, video or other materials to present it to ELLs. Teachers will plan ways to incorporate more technology based background into their lessons. December 12-Methods of Vocabulary/ Instruction and how this impacts the SIOP Model. This PD will examine stategies to teach content area words and methods to teach prefixes, suffixes and root words. Teachers will discuss how they can implement these techniques into their programs. January 9-Using Self-Corrective Techniques. This PD will focus on understanding when ELLs are requesting assistance, determining how often to correct ELLs and learning how to use nonverbal cues to help ELLs self correct. Teachers will plan to use these techniques when instructing their groups. Teachers will also reflect on how they are using vocabulary

Part C: Professional Development

Instruction in their lesson. February 13-Common Grammatical Difficulties. The teacher will identify grammar problems and anticipate problems with count and noncount nouns. Attention will be given to articles and the confusion they cause for new language learners. Teachers will discuss how they can implement these grammar topics into their teaching. Teachers will reflect on their implementation of vocabulary and self corrective techniques. March 13-Reading Activities For ESL Learners and PD Series Reflection. The PD session will look at different types of classroom activities to engage ELLs in the reading process. It will address cooperative learning strategies for ELLs to use when reading and describe independent reading activities. Teachers will plan on how to incorporate this into their instruction. They will reflect on the use of material presented in previous PD sessions. The final PD will discuss different methods of assessing and questioning students to provide the teacher with student data to support progress. Teachers will work together to design and implement assessments for ELL students in their afterschool programs so that we can track the progress of our students and areas we need to reteach. Teachers will reflect on the PD they have completed and discuss which areas we need to focus on in the future to improve our instruction for the ELLs in our school.

The 6-8 grade ESL Science Program will follow the same schedule and times as the Newcomer/Beginner ESL Program. Classes will take place on Wednesdays and Thursdays for the dates listed from 2:30-4:30. The 3-5 grade ESL Science Program will take place after school on Wednesdays and Thursdays for two hours from 2:30-4:30. The start date is November 12, 2014. The program will end on May 28, 2015. The dates include November 12,13,19,20, Dec. 3,4,10,11,17,18 January 7,8,14,15,21,22,28,29 February 4,5,11,12,25,26 March 4,5,11,12,18,19,25,26 April 1,2,15,16,22,23,29,30 May 6,7,13,14,20,21,27,28. The language of instruction will be English.

PD for the the ESL Science Program will be provide through reading, discussing and implementing the methods presented in the book Science Instructional Strategies for English Learners-A Guide for Elementary and Secondary Graders by IDRA- The Intercultural Development Research Association. It will educate teachers on how to teach Science to the Diverse ELL students that we serve. The ESL Science Afterschool Program class teachers will attend these PD sessions. Topics will include:

November 10- Build upon English Learner Language Proficiency for Effective Science Instruction.

December 15- Design Asset-based Science Lessons for Culturally and Linguistically Diverse Classrooms

Jan. 12- Use Cooperative Groups to Maximize Language Usage, Global Interaction and Science Achievement in a Multicultural Setting

Feb. 9- Scaffold and Spiral Language and Science Instruction for Increased Comprehension and Literacy Development

March 9- Foster Mutually Affirming Relationships, Curriculum Rigor and Relevance in Successful ESL Science

April 13- Maximize Use of Technology in Delivery of Effective Science and English Learner Instruction and Use Internet Resources to Supplement and Enrich Instruction of English Learners

Part C: Professional Development

Part D: Parental Engagement Activities

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

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

Begin description here: We will offer four ELL Parent Workshops to support the needs of our ELL Parents. Through communication with our ELL parents we have identified the topics that they would like information about. Our parents want to help their children learn English in the home environment. They also need help in assisting their children in the area of Math. Finally, parents want to know what they can do to help their children do well on the NYSESLAT. With this information in mind we prepared the topics that will be covered at these workshops to include: Internet Websites for ELLs, Activities to Promote English Language Learning At Home, Math and the ELL Student and How to Prepare Your Child For the NYSESLAT. The workshops will be open to all ELL parents. Groups of 50 ELL parents projected to attend each session. The workshops will be given on the following dates and times:

December 10th 6-7:30, Internet Websites for ELLs, Presenter Linda Stinga

January 1th 6-7:30, Activities to Promote English Language Learning At Home, Presenter Elaine Mandas

February 11th 6-7:30, Math and the ELL Student, Presenter Linda Stinga

March 11th 6-7:30, How to Prepare Your Child for the NYSESLAT, Presenter Linda Stinga

Parents will be notified one month in advance for each ELL Parent Workshop. A flyer asking parents to register for the workshop will be sent home in the home language of the child. A second flyer will be sent home one week before the meeting to register additional parents.

Our school will offer an Adult Afterschool ESL Program to meet the needs of the parents of students in our school to learn English. We offer this program to the parents of Beginner and Intermediate ELLs to enable them to support their child's education. A group of twenty ELL Parents will be selected to attend this course. The adults that attend the Adult Afterschool ESL Program have little or no prior school experience. They have had difficulty with the material and pace of a beginning ESL class. This program offers a basic introduction to English. Most of the adult ELLs come from a primary language background that uses a non-Roman alphabet. Their home language is primarily Arabic.

The projected student outcome for this course are that students will attain the fundamental literacy

Part D: Parental Engagement Activities

skills and basic communication skills needed to participate successfully in school, the workplace, in the community and in real life situations.

The program will take place after school on Wednesdays and Thursdays from 2:30-3:30. The start date is November 12, 2014. The program will end on May 28, 2015. The dates include November 12,13,19,20, December 3,4,10,11,18, January 7,8,14,15,21,22,28,29 February 4,5,11,12,25,26 March 4,5,11,12,18,19,25,26 April 1,2,15,16,22,23,29,30 May 6,7,13,14,20,21,27,28.

The topics that will be covered are the alphabet, numbers, school, time, the calendar, money, the family, food, health and work.

Elaine Mandas who is a certified ESL teacher will be the provider.

The material that will be used is the Longman ESL Literacy, Third Edition by Pearson Longman. The student book has ten units that are topically organized. It provides a basic introduction to English. The material supports literacy training in English. It provides a thorough integration of the basic language skills: listening, speaking, reading and writing. The exercises and activities enable students to acquire communication skills necessary to function in real-life situations, such as filling out forms responding to telephone inquiries, taking messages, calling for assistance and describing emergencies.

Instruction will focus on the development of receptive skills (listening and reading) before productive skills (speaking and writing). Cooperative learning, including group work and pair practice is built into each lesson. Activities are designed to move from teacher-directed to student-centered instruction. Extra Literacy Practice is provided as well as Unit Tests and flashcards with illustrations. A Class Audio CD provides authentic conversation models and opportunities for listening and speaking practice.

Parents will be notified of the ELL Parent Program by a registration letter that will be sent home to parents of student in our school. The letter will be translated into the appropriate language that is spoke in their home.

Part E: Budget

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

Allocation Amount: \$21872

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 	_____	_____

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

Allocation Amount: \$21872

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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		