

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**04M083**

**School Name:**

**P.S. 083 LUIS MUNOZ RIVERA**

**Principal:**

**FRANCES CASTILLO**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: Luis Munoz Rivera –Public School 83 School Number (DBN): 04m083  
Grades Served: Pre-K thru 5  
School Address: 219 East 109<sup>th</sup> Street New York, NY 10029  
Phone Number: 212-860-5847 Fax: 212-860-6037  
School Contact Person: Hazel Cruz Email Address: Hcruz3@schools.nyc.gov  
Principal: Frances Castillo  
UFT Chapter Leader: Susan Kowal  
Parents' Association President: Jessica Anaya  
SLT Chairperson: Hazel Cruz  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Carolyn Williams  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 04 Superintendent: Alexandra Estrella  
Superintendent's Office Address: 160 East 120<sup>th</sup> Street New York, NY 10035  
Superintendent's Email Address: \_\_\_\_\_  
Phone Number: 212-348-2873 Fax: 212-348-4107

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 7<sup>th</sup> avenue NY, NY 10001 8<sup>th</sup> floor  
Director's Email Address: Ychu@schools.nyc.gov  
Phone Number: 646-470-0721 Fax: 917-339-1765

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed 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.

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

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Public School 83, Luis Munoz Rivera School is located in the heart of East Harlem, a community located in a mixed socio-economic area in District 4. East Harlem is one of New York City's most dynamic and multi-ethnic communities. Hispanics, African Americans, Easterners and Asians live side by side in an area that has a strong sense of neighborhood pride and commitment. Out of the 476 students .006% are multiracial, .03% are white, 20% are black, .008% are Native Hawaiian or other Pacific Islander, .12% are Asian, .006% are American Indian or Alaskan Native, and 59% are Hispanic. This diversified neighborhood has resulted in our school community being unique where our parents, children and staff share a host of differences to support our everyday learning. We take pride in creating an environment that is safe, nurturing and promotes individuality within the members of our school community. In addition, our students understand that in order for our school to be great the members of our school community must always understand and accept the importance of being good and respectful citizens.

The administrative make-up of our school is composed of a principal and two assistant principals one of which is an ATR. We have twenty three classroom teachers. Three are self-contained special education teachers, two are integrated special education co-teachers, and the remaining are general education teachers. We also have one reading/data specialist, one ESL teacher, one guidance counselor, two speech providers, one part time occupational therapist, one part time physical therapist, one hearing specialist provider, and four cluster teachers supporting our technology/gym, art, science and math program. The position of parent coordinator continues to fulfill the role of parent liaison as per Department of Education and supports our efforts towards ensuring parents are actively involved in the academic success of our children.

Our mission as a school focuses on providing positive learning experiences so that our students gain a sense of accomplishment regardless of race, ethnicity, religion and socio-economic background. Via a sound educational program, coupled with high expectations, we aim at providing opportunities for each individual to develop free from the fear of making mistakes. As a community we help shape the minds, hearts and spirit of our youth. We prepare our students to access knowledge that will allow them to shape the course of history and stand for social injustice. We equip them with skills to question and challenge with dignity and respect and participate in actions that promote social well-being. We empower our youth to view the world through many lenses and find solutions towards creating a just world. We mold our students toward becoming informed citizens, able to gather the tools they need to develop critical thinking skills and high expectations for success while preparing them for college and career readiness.

In lieu of our efforts, our school curriculum is enhanced through our external partnerships such as: Hunter College, Mercy College and City College student teachers, City Year, Randall's Island ICAHN Sports – soccer exploration, Museo Del Barrio, Asphalt Green swimming program, Chess in the Schools, Concrete Safari and Carmel Hill. These partnerships enrich our curriculum by infusing the arts, literacy, environmental and health education in our daily learning and supporting instruction through after-school programs and small group instruction.

As we begin school year 2015-2016, we can reflect on the accomplishments of the past year. Working with a strong team of teachers, outside organizations and math and literacy consultants our teachers have become cognizant of the vertical progression of the common core standards. As an effect, our curriculum is more reflective of the common core. Our curriculum team and teachers have been successful at refining the Ready Gen curriculum and making it our own while keeping to literacy methodologies and the demands of the Instructional shifts: a balanced curriculum: 50/50 split of fiction and non-fiction, staircase of text complexity, knowledge in the disciplines, text based answers, writing from sources and academic vocabulary. Our curriculum is now aligned and uniformed from Kindergarten to 5<sup>th</sup> grade as opposed to two curriculums which supported K-2<sup>nd</sup> grades and 3<sup>rd</sup> thru 5<sup>th</sup> grades. The school now employs vertical and horizontal aligned

rubrics that determine student growth through time, as well as, student checklists for self-assessment which facilitates building metacognition.

Another area of accomplishment has been our growth in the Danielson Framework. Our teachers have a clearer understanding of the expectations that support each of the domains within the framework. As per our observations, it is evident that teachers are adhering to recommendations and progress is being made as teacher implement instructional strategies and methodologies in the classroom. Utilizing the data analysis spreadsheet from Advance data showed that calibrations amongst administrators fair out pretty closely to one another. This signifies a common understanding of the process and norming. Based on our data generated from Advance, the greatest need lies domain 3 component 3b: questioning and discussion and component 3c: engaging students in learning.

Although it still remains a need, our questioning and discussion goal has also been an area of accomplishment. Currently, our teachers have expanded their repertoire to use open ended questions inviting students to think and become actively engaged in classroom discussion. While students are able to use talking stems to have discussions, their conversations do not challenge or deepen each other's thinking. Furthermore, the students' questioning are mostly of recitation type. We need to work towards getting all our students engaged in discussion as well as extending and enriching the discussions by inviting comments from their classmates during conversations and challenging one another's thinking. Moreover, need to work on getting all our students to initiate higher order questions.

As per our goal from the previous year, we are extremely proud of our accomplishment with parent involvement. After careful review of our data, our parent participation rate increased by over 200% from one year to the next. Although we made significant gains, we still need to work on parent engagement Tuesday which has not been as productive as evidenced by signature sheets at teacher created instructional workshops.

This past 2014-2015 school year we began implementing Positive Behavior Intervention Systems (PBIS) across the school (kindergarten through fifth grade.) The PBIS team put systems in place for tracking and rewarding behavior as well as strategies to promote positive behaviors within our school community. The systems in place are fairly new and are being monitored over time. Therefore, there is still a need to continue developing this area. The following have been successful with our school community: Wolfie bucks to support our rewards system, our incentive program and data tracking.

Looking at teacher surveys it is evident that our professional development plan needs redirection to meet the differentiated needs of our teachers. Our professional development extended day Mondays did not prove to be as effective as intended. Teachers have expressed the need to attend sessions that specifically address their areas of need and interest as opposed to whole group sessions. Therefore, as we look at the 2015-2016 upcoming school year, the following are our key areas of focus. These include but are not limited to:

Rigorous Instruction: Questioning and Discussion and Engaging students in Learning -Rigor

Supportive Environment: Positive Behavior Intervention Systems

Collaborative Teacher: Professional Development

Effective School Leadership: Providing guidance over time to sustain a coherent instructional program

Strong Family-Community Ties: Parent Engagement Tuesday

### 04M083 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	445	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	79.6%	% Attendance Rate		92.7%
% Free Lunch	81.7%	% Reduced Lunch		6.3%
% Limited English Proficient	9.1%	% Students with Disabilities		18.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.1%	% Black or African American		23.0%
% Hispanic or Latino	61.5%	% Asian or Native Hawaiian/Pacific Islander		10.9%
% White	3.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.19	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	3.2%	% Teaching Out of Certification (2013-14)		12.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		6.25
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	37.1%	Mathematics Performance at levels 3 & 4		50.0%
Science Performance at levels 3 & 4 (4th Grade)	92.8%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As per the 2015 Framework for Great School report, Advance data and the data from the professional learning inquiry team our instructional goal of questioning and discussion remains a need. It was determined that although students engage in discussions, they do not challenge each other’s and their questioning are of recitation type. We need to work towards getting all our students engaged in discussion, as well as, extend, enrich and invite comments challenging one another’s thinking. We also need to work on getting all our students to initiate higher order questions. Advance data indicated 32% of teachers rated developing in domain 3, component 3b: questioning and discussion supporting the data gathered by the inquiry team. Although teachers have made improvement with the level of questioning being posed we still need to work on strengthening the quality of questions and the scaffolds that are put in place to support students’ ability to respond to the higher order questions. Moreover, we need to ensure that questioning and discussion is occurring across all curricular areas and not limited to literacy and mathematics.

Utilizing the feedback provided in the Principal’s Performance Review and the Advance formal and informal observation data there is also a need to continue developing teachers in domain 3 component 3c: engaging students in learning where 25% of teachers rated developing. We need to work towards enhancing teachers’ instructional practices to provide learners with multiple opportunities to access curricula, so all students can demonstrate high levels of thinking and produce meaningful work.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 85% of students in grades K-5, inclusive of ELL and SWD, will engage in high quality discussions exemplified by responding to and elaborating each other’s thinking and crafting questions that will help deepen their thinking to increase student achievement on CCLS and NYS assessments by 3% and 10% on the Baseline Assessment System .

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Study and pilot the Socratic Method in 5<sup>th</sup> grade classrooms.</li> <li>• Conduct inter-visitations within school and schools with Socratic Methods up and running.</li> <li>• Engage in professional readings focusing on questioning and discussion during extended Monday Professional development days.</li> <li>• Use of DOK and Blooms Taxonomy by both teachers and students to formulate questions that will support discussions and thinking.</li> <li>• Teacher attendance at professional development focusing on questioning and discussion by external organizations and community school district 4.</li> <li>• Teachers participate in Close Reading professional development</li> <li>• Grade level planning with immediate application</li> <li>• Professional Development with a focus on rigorous task and homework</li> <li>• Close reading 1<sup>st</sup> grade 1 day a week, 2<sup>nd</sup> grade 1 day a week then transitioning to 2 days a week later in the year, 3<sup>rd</sup>-5<sup>th</sup> 2 days a week then transitioning to 3 days a week later in the school year.</li> <li>• Implementation of the different levels of language of response.</li> </ul>	<p>all pedagogues</p> <p>All students K-5 inclusive of ELL and SWD</p>	<p><i>October 2015-June 2016</i></p> <p><i>October 2015-December 2015</i></p> <p><i>September 2015-June 2016</i></p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Consultants</li> <li>• Literacy and math specialist</li> <li>• Highly effective pedagogues</li> <li>•</li> </ul>

<ul style="list-style-type: none"> <li>• Use of talking stems with a specific level of progression across grades</li> <li>• Anchor charts to support students with discussion stems and questioning progression developing grade level benchmarks.</li> <li>• Individualized questioning flip cards for all students grades 3<sup>rd</sup> thru 5<sup>th</sup>.</li> <li>• Individualized questioning words by level of complexity.</li> </ul>	All students K-5 inclusive of ELL and SWD	September 2015 to June 2016	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Cluster teachers</li> <li>• Support staff</li> <li>• Students</li> </ul>
<ul style="list-style-type: none"> <li>• Literacy and math specialist will provide a series of school-wide parent workshops focusing on state standards by grade bands.</li> <li>• Monthly parent calendar highlighting workshop dates and read aloud.</li> <li>• Messaging system announcing all workshops and school events.</li> <li>• Classroom teachers will provide parent development on questioning during extended day Parent Involvement Tuesday</li> <li>• On-going parent-teacher-student conferences on extended day Tuesday</li> <li>• Monthly progress reports for at risk students informing of student progress and need.</li> <li>• Parent experiencing instructional day within their child’s classroom setting.</li> <li>• Literacy and Math specialist engaged in parent meeting about individual students</li> </ul>	Parents/guardians		<ul style="list-style-type: none"> <li>• Administration</li> <li>• Classroom teachers</li> <li>• Support staff</li> <li>• Parents</li> <li>• Parent Coordinator</li> <li>• PTA</li> <li>• SLT</li> </ul>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Tax levy monies will be appropriated to allow for hiring substitute teacher for professional development coverage. Schedule adjustment will be made to accommodate inter-visitations. Title I SWP will be appropriated to purchase resource materials to support professional development plan. i.e. professional articles, consultants.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
--	-----	--	--------------------------------	--	---------	--	------------	--	---------	--	-------

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Over the course of the school year there will be ongoing 6 week cycles for progress monitoring. Administrative and inter class visitations by the professional learning team will monitor for levels of questioning as per DOK. Designated teachers will also be paired with highly effective teachers to review teacher plans for the purpose of questioning verbiage and DOK progression. Therefore, by Jan 2016 our mid-point benchmark will be observable varied levels of questioning in all classrooms whereas 60% of students are actively engaged in enriching classroom discussions utilizing appropriate grade level verbiage and higher order questioning techniques.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

This past 2014-2015 school year, we began implementing Positive Behavior Intervention Systems (PBIS) across the school (kindergarten through fifth grade.) The PBIS team met on a regular basis to discuss, plan and implement strategies that would best support our school. The team attended professional development sessions and visited other schools that have a successful PBIS program in place. As we began launching PBIS in our school, the team was successful at providing the staff with professional development delineating the purpose, process and impact of the systems. They shared the systems they developed for implementation within our school, and provided all classroom and cluster teachers with binders for data tracking. Positive reinforcements were emphasized by awarding wolfie bucks to be used in the school store, spirit assemblies, participation in special activities, and receiving school spirit awards. Incident forms, parent notifications, reflection forms and lunch sessions to reflect on improving behaviors were also put into place. The systems in place are fairly new and being monitored over time, therefore, there is still a need to continue strengthening this area.

Teacher feedback and surveys indicate that there is still room for improvement. Although we have no suspensions and our school survey data indicates that our school is predominantly a safe and welcoming environment, teachers are expressing a concern for the increase of students requiring social/emotional behavioral supports. Data tracking has provided information on the number and types of infractions. This has made it easier to guide and support students and parents in discussing, reflecting and correcting behaviors. Through teacher feedback, inconsistencies contribute to falling short of the program’s goals. There needs to be cohesiveness within all classrooms and throughout the school community. Positive language, infractions and consequences need to be normed in order to ensure consistency and success.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• PBIS team will continue to attend professional development sessions provided by the DOE.</li> <li>• PBIS team will continue to relay information and provide professional development to the school community.</li> <li>• Team will collect and analyze data to make modifications to systems as necessary.</li> <li>• Guidance Counselor will provide at-risk services to identified students.</li> <li>• Mt Sinai Social Worker will support school to provide services for students and families with the greatest area of need.</li> </ul>	<ul style="list-style-type: none"> <li>• PBIS team</li> <li>• Classroom teachers, cluster teachers, support staff, paraprofessionals, school aides, parent coordinator, school safety, custodians, kitchen staff</li> <li>• City Year</li> <li>• Regular Substitutes</li> </ul>	<p>September 2015 to June 2016</p>	<ul style="list-style-type: none"> <li>• PBIS team, administration, DOE providers</li> <li>• Mt Sinai Social Worker</li> <li>• Guidance Counselor</li> </ul>
<ul style="list-style-type: none"> <li>• Students will participate in whole school, bi-weekly morning meetings before the commencement of the instructional day to highlight positive actions.</li> <li>• Spirit assemblies will be held 4x a year</li> <li>• PBIS awards given out during award ceremonies acknowledging students and or class</li> </ul>	<ul style="list-style-type: none"> <li>• All students K – 5<sup>th</sup> inclusive of ELL and SWD</li> <li>• Student council</li> </ul>	<p>September 2015 to June 2016</p>	<ul style="list-style-type: none"> <li>• City Year</li> <li>• PBIS Team</li> <li>• PTA</li> <li>• SLT</li> </ul>

<ul style="list-style-type: none"> <li>• Sports team proposals and students contracts</li> <li>• Motivational anchor charts</li> <li>• Creation of a student council</li> <li>• The main lobby display case will be used to showcase the school's incentive/rewards program for students, teachers and parents.</li> <li>• Positive Behavior Plans will be created for targeted students</li> </ul>			
<ul style="list-style-type: none"> <li>• Systems will be explained and demonstrated to parents at commencement of school year at general parent meetings.</li> <li>• Teachers will explain and discuss systems during curriculum night and during Tuesday parent engagement sessions.</li> <li>• DOE discipline code of conduct, along with a parent contract will be provided to all parents delineating PBIS</li> <li>• Parent communication (as per determined cycles for infractions ie: 1 cycle = 5 repeated infractions, 2<sup>nd</sup> cycle = 3 repeated infractions 3<sup>rd</sup> cycle = parent/admin meeting)</li> <li>• Parent meetings will be scheduled and documented</li> <li>• School messaging system highlighting positive behaviors by class</li> <li>• Provide parents with DASA workshop and its correlation to PBIS</li> </ul>	<ul style="list-style-type: none"> <li>• All parents/guardians</li> <li>• SLT members</li> </ul>	<p>June 2015- June 2016</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• All pedagogues</li> <li>• PTA</li> <li>• SLT</li> <li>• City year</li> <li>• Parent Coordinator</li> </ul>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Tax levy monies will be appropriated to allow for hiring substitute teacher for professional development coverage. Schedule adjustment will be made to accommodate inter-visitations to model PBIS schools. PTA funding will be

appropriated to purchase materials to support reward incentives, parent workshops, and classroom incentives. (i.e. pizza parties, certificates, medals etc.)

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Teacher PBIS mid-year survey will reflect an 80% satisfaction rating and include a reduced number of referrals and parental meetings as compared with the previous year as supported by NYCDOE ORSS reporting system

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As reflected through teacher end-of- year summative conferences, teacher surveys and reflections, it is evident that our professional development plan needs improvement. Advance data also supports that although we made some progress in reaching our goal of questioning and discussion, we still need to continue developing this component with our teachers.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of all pedagogues will participate in differentiated, targeted professional development as identified by need and school wide goals, so there is an increase of 5% of teachers rating highly effective and a 10% increase on student performance on NYS ELA and Math exams.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>			
<ul style="list-style-type: none"> <li>• Utilize highly effective teachers to support colleagues and provide professional development in their areas of strength.</li> </ul>	All pedagogues  Paraprofessionals	September 2015 to June 2016	Administration  Highly Effective Teachers

<ul style="list-style-type: none"> <li>• Schedule common grade sessions</li> <li>• Conduct focus driven inter-visitations</li> <li>• Literacy/math consultants provide one-to-one sessions with targeted teachers /grade teams and whole school</li> <li>• Demo lessons modeled by literacy and math specialists</li> <li>• Demo lessons provided by consultants</li> <li>• Demo provided by support staff: Speech teachers, ESL teacher etc...</li> <li>• Participation at professional development sessions by external organizations</li> <li>• Schedule professional development in 4-6 week cycles depending on need. At the end of each 6 week cycle, admin will follow up on the extent of implementation within the classroom</li> <li>• Creation and implementation of a specific, measurable, achievable, relevant and time bound professional development plan</li> <li>• Collaboration with partnering schools with effective programs such as ESL, Dual language, 12:1:1, RTI, PBIS etc..</li> </ul>			<p>Grade Leaders</p> <p>Consultants</p> <p>DOE/district 4 Instructional support personnel</p>
<ul style="list-style-type: none"> <li>• Monthly data analysis of student work</li> <li>• Lesson Study in Literacy and Math</li> <li>• Data specialist tracking bottom 1/3, ELL and SWD's of each grade band to indicate the impact of professional development on student performance</li> </ul>	<p>Grade teams</p> <p>Targeted teachers and volunteers</p> <p>Data specialist</p>	<p>September 2015-June 20-16</p>	<p>Administration</p> <p>Targeted teachers</p> <p>Instructional grade leaders</p> <p>Consultants</p> <p>Data specialist</p>
<ul style="list-style-type: none"> <li>• Professional Development plan will be shared with School Leadership Team</li> <li>• Turn-key parent workshops aligned with teacher workshops.</li> <li>• Teachers design parent workshops derived from their own professional development sessions. Admin will follow up by observing teacher execution of PD focus to parents.</li> </ul>	<p>Parents guardians</p>	<p>September 2015 to June 2016</p>	<p>SLT</p> <p>administration</p> <p>Grade Leaders</p> <p>Classroom teachers</p> <p>Instructional support specialist</p>

			Consultants

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tax levy monies will be appropriated to allow for hiring consultants for professional development. Schedule adjustment will be made to accommodate inter-visitations to other schools and district PD sessions. Title I SWP will be appropriated to purchase resource materials to support professional development plan. i.e. professional readings, consultants, external workshops.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, at least 75% of pedagogues and paraprofessionals will have participated in an individualized professional development session based on need indicated by agendas, attendance sheets and teacher surveys/feedback. Hence a 3% increase of teacher rated effective and highly effective in their individual need.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As per our 2013-2014 school survey, data indicates 98% of teachers are satisfied with our instructional core, 93% are satisfied with systems for improvement and 94% are satisfied with our school culture. The annual PPR also supports that leadership has established a positive school culture with strong relationships that support a rigorous curriculum.

Based on our Advance Observation data, 23% of our teachers were developing in designing coherent instruction. Although many teachers are well-versed in the content and pedagogy, there is a need to strengthen our practice crafting rigorous differentiated tasks aligned to CCLS, keeping to time constraints, and to continue to ensure that curricula and academic tasks emphasize rigorous habits and/or higher order skills to promote higher order thinking.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school administrators will nurture the professional growth of all teachers in domain 1 component E so that 100% of all teachers are rating effective and or highly effective as per Advance data impacting a 3% increase on student performance on NYS ELA and Math exams and a 10% increase on the Baseline Assessment System (BAS).

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Professional Development opportunities</li> <li>• Grade Leaders to support common grade meetings</li> <li>• Professional Learning Teams to conduct inquiry study</li> <li>• Curriculum Team to plan, revise, enhance curriculum units</li> <li>• End of the year educational retreat for reflecting and planning for upcoming year</li> <li>• Create standards based rubrics for calibrating student work</li> <li>• Teacher improvement plans for targeted teachers as per Advance</li> </ul>	<p>All pedagogues</p> <p>Ineffective and developing teachers</p>	<p>September 2015 – June 2016</p>	<p>Administration</p> <p>Consultants</p> <p>Grade leaders</p> <p>Instructional Support specialist</p> <p>DOE/DFSC instructional support personnel</p>
<ul style="list-style-type: none"> <li>• Monthly data analysis of student work</li> <li>• Data specialist tracking bottom 1/3, ELL and SWD's of each grade band to indicate the impact of professional development on student performance</li> <li>• Planning of differentiated performance tasks aligned to CCLS</li> <li>• Utilize standards base rubrics for self and peer assessment</li> </ul>	<p>All students K-5 inclusive of all SWD's and ELL</p>	<p>September 2015- June 2016</p>	<p>Classroom teachers</p> <p>Paraprofessionals</p> <p>Support staff</p> <p>Cluster teachers</p> <p>Administration</p>
<ul style="list-style-type: none"> <li>• Curriculum Units will be shared with School Leadership Team</li> </ul>	<p>All parents guardians</p>	<p>September 2015 to June 2016</p>	<p>City year</p>

<ul style="list-style-type: none"> <li>• Present and explain curriculum units during curriculum night and at extended day Tuesday.</li> <li>• Family Night –Literacy, Math, Science and SS</li> <li>• School wide science/social studies fair</li> <li>• Teachers design parent workshop focusing on explaining the revised curriculum units, plans and assessments.</li> <li>• Homework will reflect performance based tasks supported by standard based rubrics.</li> </ul>		monthly PTA meetings.  Weekly extended day Tuesday.  Monthly SLT meetings	PTA SLT Parent Coordinator  Administration  All pedagogues

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tax levy monies will be appropriated to allow for hiring consultants for professional development. Schedule adjustment will be made to accommodate common grade planning time and the educational retreat. Title I SWP will be appropriated to purchase resource materials to support professional development plan. i.e. professional readings, consultants, external workshops. Monies will be allocated to support per session planning opportunities.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016 teacher performance on Advance in domain 1 component E 12% of teachers would have moved to an effective/highly effective rating on the HEDI Scale.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Although one of our greatest accomplishment has been parent participation our data shows that extended parent involvement Tuesday has not been as successful. Teachers have made the effort to plan and provide workshops for parents to support them with our instructional program and attendance has been discouraging. There is a need to implement programs and or workshops that will increase parent participation and impact student performance as well as support parent/community needs.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 parent participation in extended day Tuesday will increase by 25% as evidenced by parent signature sheets.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Parent Survey to generate parent interest, availability and feedback</li> </ul>	Parents  Guardians	September 2015 to June 2016	Community partnerships

<ul style="list-style-type: none"> <li>• Scheduling of workshop/course cycles ie: fitness, technology, instruction, GED, ESL</li> <li>• Parent certificates for completion of “course” presented at our scheduled awards ceremonies</li> <li>• Creation of a School website</li> <li>• Parent office hours to meet with instructional specialists</li> <li>• Provide parents of targeted students with individualized scheduled appointments to meet with instructional leaders/data specialist</li> </ul>			Administration Parent Coordinator PTA SLT Classroom Teachers Specialized Teachers
<ul style="list-style-type: none"> <li>• Monthly progress reports for bottom 1/3, ELL’s and SWD’d</li> <li>• Student led Conferences</li> <li>• Participation in extended day community based programs such as Concrete Safari and City Year</li> </ul>	All students 2-5	October 2015- June 2016 daily	Administration City year Concrete Safari Classroom teachers
<ul style="list-style-type: none"> <li>• Parent newsletter</li> <li>• Monthly Parent Calendar highlight all school wide events</li> <li>• Parent notification letters</li> <li>• Flyers</li> <li>• PTA monthly meetings</li> <li>• PTA monthly executive board meetings</li> <li>• School wide website</li> <li>• Messaging system</li> <li>• CBO workshops/meetings</li> <li>• Parent/classroom visits</li> </ul>	All parents guardians	September 2015 to June 2016 on a monthly basis	Administration Parent Coordinator Classroom teachers PTA CBO’s

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Tax levy monies will be appropriated to allow translation services, printing supplies, and maintenance of website. Schedule adjustment will be made to accommodate teacher participation at monthly PTA meetings. Title I SWP will be appropriated to purchase resource materials to support parental workshops and the school-wide messaging system.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Parent signatures on attendance 3% growth by middle of November of parent participation on extended day Tuesday

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Level 1 on NYS ELA  2 levels below on Baseline Assessment System (BAS)	Waggle  Guided Reading  Shared reading  English in a Flash  Newbridge	Small group  One-to-one	During school day  After school day
<b>Mathematics</b>	Level 1 on NYS math  Level 1 performance on end of unit performance tasks	Number talks  Investigations  Waggle -math	Small group  One –to-one	During school day  After school day
<b>Science</b>	Level 1 on NYS science  Level 1 on end of unit tasks as per common core aligned rubric	Inquiry approach	Small group  One-to-one	During school day
<b>Social Studies</b>	Level 1 on end of unit tasks as per common core aligned rubric	ELA based instructional strategies following scope and sequence	Small group  One-to-one	During school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	PBIS data  Student performance on school wide tasks and state/city assessments  Parent/teacher recommendation	Self esteem  Bullying  Peer pressure  grieving	One-to-one  Small group	During school day

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• Mentors are assigned to support new teachers with the system wide methodologies for instructional practices, curriculum and assessments</li> <li>• Team leaders provide support for new teachers with regard to grade level initiatives, collaborative inquiry, data analysis and curriculum maps.</li> <li>• Instructional support specialist provides support for new teachers through weekly conferences and classroom support</li> <li>• Administrative staff provides support and resources to assist new and veteran teachers with implementation of Danielson Framework for effective teaching and instructional expectations for 2015-2016</li> <li>• Consultants and administration support newly hired and veteran teachers with implementation of rigorous curriculum through professional development including Depth of Knowledge (DOK) and differentiated instructional strategies.</li> <li>• Principal has partnership with Hunter College and New York University with regard to student teacher placement at PS 83</li> </ul>

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• All teachers are encouraged to attend DOE professional development opportunities supporting curriculum and instruction</li> <li>• All teachers and paraprofessionals participate in weekly differentiated professional development opportunities based on identified area of need, school goals, professional goals, etc..)</li> <li>• Administration attends professional development sessions offered by District Superintendent and DOE initiatives</li> </ul>

- Classroom teachers meet monthly with administration to review class/student data to analyze student progress (individual, class, subgroups.)
- All teachers and support specialist are provided with ongoing support with consultants.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

Collaborations have been established with neighborhood pre-school programs where their teachers visit our school to observe our daily teaching practices. The parent coordinator also visits these programs to provide information to the parents about our school. Parents are also offered the opportunity to take a tour of our school, and are allowed to sit in a kindergarten classroom to observe the daily routines and expectations. Upon scheduled appointments scheduling is adjusted making Kindergarten teachers available to answer any questions regarding our instructional program.

In addition, the school offers support to assist parents in making the transition from a pre-school setting into an elementary school setting. The parent coordinator is available to assist parents in this endeavor. During the summer before the new school year begins administration hosts a kindergarten orientation where an overview and expectations are provided. At this time parents are provided with an informational packet, summer reading titles and samples of work to support the transition from pre-school into Kindergarten.

**4b. 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.

The MOSL team comprised of teacher volunteers and UFT representation meet on a weekly basis toward the end of the school year and at the beginning of the school year to determine measure of students learning. Decisions are made based on teacher input during teacher grade level team meetings and vertical grade meetings. At the end of each year during professional development sessions time is allotted to discuss assessments being used and the

viability of each. At this time decisions are made as to which assessments support our instructional program and goals. Throughout the school year as assessments are administered, analyzed against CCLS, school wide goals and curriculum objectives, modifications are made to the assessment calendar.

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

#### 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	254,887.00	x	
Title II, Part A	Federal	136,931.00	x	
Title III, Part A	Federal	11,200.00	x	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,276,010.00	x	

#### <sup>1</sup>Explanation/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.

<sup>2</sup>The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

## **Public school 83 Parent Involvement Policy**

### **2015-2016**

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;

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

- 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;
- Encouraging more parents to become trained school volunteers;

- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- Develop online resources for parents to engage students in the home

***SCHOOL -P ARENT C OMPACT***

***R EQUIRED OF ALL SCHOOLS***

***M AY BE LAST YEARS BUT MUST BE UPDATED***

**Public School 83**

**SCHOOL-PARENT COMPACT**

**2015-2016**

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

**I. School Responsibilities**

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

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

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

- Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- Convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- Arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- Providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- Involving parents in the planning process to review, evaluate and improve the existing school 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;
- Tuesday’s Parent Engagement

**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 with 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, i.e. School or District Leadership Committees
- Share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- Attend school regularly and arrive on time;
- Remember to wear school uniform each day;
- Complete my homework and submit all assignments on time;

- Follow the school rules and be responsible for my actions;
- Show respect for myself, other students and adults;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.
- 

Parent Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### **Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

### **School-Parent Compact (SPC) Template**

**[School name]** , 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 on assessments.

#### **I. School Responsibilities:**

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**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: <u>Luis Munoz Rivera PS 83</u>	DBN: <u>04M083</u>
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: <u>20</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

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

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

## Part C: Professional Development

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

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

### Part C: Professional Development

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

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_ In strategizing how to increase parent and communitiy participation of our Title III and all ELL parents our school community host monthly workshops during the school day supporting parents with topics such as: Health issues- diabetes, ADHD, safety, discipline, instructional math and literacy, food stamps, food pantries, cancer screening and many others. Furthermore, teachers will also be hosting workshops during the 40 minute extended day dedicated for parents. Our ESL teacher will provide workshops to parents focusing on strategies they could use at home to support their children with developing the spoken and written English language. In addition, grade teams and our Special Education team will provide workshops to parents on how to read an IEP and the Special Education process. Parents will be kept abreast of all activities via our mass messaging system as well as our monthly calendar and reminder fliers and letters. We are also collaborating with Union Settlement in which they will sponsor an ESL program at our school on Monday and Wednesday from 11:30 - 2:00 for all parents interested in participating. All parents will receive notification and an invitation to participate in the program with dates and time to report for registration. It is expected that via these workshops and with ESL classess parent will become aquainted with the English Language and more knowledgeable with the instructional process to better assist their children. This will be of no cost to Title III. \_\_\_\_\_

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>04</b>	Borough <b>Manhattan</b>	School Number <b>083</b>
School Name <b>Luis Munoz Rivera - Public School 83</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Frances Castillo</b>	Assistant Principal <b>Hazel Cruz</b>
Coach <b>n/a</b>	Coach <b>n/a</b>
ENL (English as a New Language)/Bilingual Teacher <b>Gina Paoli</b>	School Counselor <b>Dan Forreiro</b>
Teacher/Subject Area <b>Evelyn Zapata/1st grade</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Carla Urias/3rd grade</b>	Parent Coordinator <b>Luis Gandia</b>
Related-Service Provider <b>Suzanne Bent</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Alexandra Estrella</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>1</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>410</b>	Total number of ELLs	<b>41</b>	ELLs as share of total student population (%)	<b>0.00%</b>
--	------------	----------------------	-----------	---	--------------

# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

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

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	41	ELL Students with Disabilities	11
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	41	0	11							0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

## 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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

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

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

### Freestanding English as a New 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	2	9	3	3	4	1								0
Chinese		2	1	1										0
Russian														0
Bengali	1		1											0
Urdu														0
Arabic		1	1	1	1									0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1	4	2										0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	2	4		1	4	1								0
<b>Emerging</b> (Low Intermediate)	1	2	5	1										0
<b>Transitioning</b> (High Intermediate)	1			2										0
<b>Expanding</b> (Advanced)		7	5	3	1									0
<b>Commanding</b> (Proficient)	11	1	1	1	1									0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		1	3	5	4	3								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1	1			0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	1		3						0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

At Public School 83 the students are assessed using the Fountas and Pinnell Benchmark Assessment System. All students are assessed in English. Students entering our school identified as speaking the spanish language are assessed in spanish using the same Fountas and Pinnell Benchmark Assessment System. The data informs us that for new incoming Kindergraten students and first grade students we need to continue working on securing basic sight words, letter recognition and letter/sound correspondence. The data also shows that as the students progress from one grade to the next what inhibits their ability to attain grade level benchmarks is their lack of these basic fundamentals. The data also indicates that for students in the lower elementary grades (grades 1 and 2) the students are deficient in cross checking using all three cueing systems as a result of their lack of knowledge about the language syntax and their inability to use vocabulary to utilize meaning cues. As we progress into the upper grades 3rd-5th these lower grade deficiencies are manifesting into ELL students dropping off endings, conjugating verbs and the superlatives. As a result, these deficiencies are resulting in a decrease in accuracy rate which inhibits them from achieving grade level benchmarks and attaining true comprehension. Currently, in Kindergarten out of 4 ELL students all are pre-emergent. In first grade out of 13 students 7 students are exceeding the level C reading benchmark 1 to 3 levels, 1 student is meeting the level c benchmark and the remaining 4 are two or more levels below. In second grade out of 10 ELL students 1 student is exceeding the benchmark of a level I by 3 levels, 1 student is meeting the benchmark and the remaining 8 students are two or more levels below. In third grade out of 7 ELL students all 7 students are three or more levels below and 2 students are classified as SWD. In fourth grade out of 5 students 1 student is meeting the benchmark of a level P the remaining 4 are extremely below level. The 4 students who are extremely low are new comers form other countries with no prior exposure to the English language. In the fifth grade there is only 1 student who is at a pre-emergent level and is also a new comer form another country with no prior exposure to the English language.

As a result of this data, teachers strategically group students for differentiated instruction in literacy and mathematics. In an effort to build the foundational skills we also utilize our City Year Core Members to conduct one to one support around targetted areas based on student need as per the data ie: vocabulary, Syntax, Morphological skills, pragmatics and or phonological skills. Our assessment tools also serves as a source for planning our after school title III and RTI programs.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The NYSESLAT and NYSITELL data reveals to us that in Kindergarten 2 students are at the entering level, 1 student who is repeating the grade is at the emerging level and 1 student is at the transitional level. We also had 10 students who were identified as eligible for taking the NYSITELL who tested out. In first grade the bulk of our students are at the expanding level (7students), 2 students are at the emerging level, 4 students are at the entering level and only 1 student tested out. In second grade 5 students are at the emerging level, 5 are at the expanding level and only 1 student tested out. Third grade has only 1 student at the entering and emergent level, 2 students at the transitional level, 3 students at the expanding level and 1 student tested out. In fourth grade 3 students are at the entering level, 1 is at the expanding and 1 student tested out. In 5<sup>th</sup> grade there is only 1 student who is at the entering level. Looking at data from one year to the next it reveals that ELL students in our ESL program either test out or make progress moving from one level to the next. According to our 2014 we had 14 students score proficient on the NYSESLAT 8 students performing at the advance level and 8 performing on an intermediate level. Although some have remained in the advanced and intermediate levels the total score on their NYSESLAT data indicates they have made improvement. As data is further examined it reveals that students need the greatest support in reading and writing. Students need a lot of development with vocabulary and many students still need development with phonics which will support them in both reading and writing. Furthermore, this current year we also have approximately 8 to 10 students who are new to the country who lack the fundamentals of the English language.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 The patterns across the NYSESLAT modalities have shown that our students score the highest in the areas of listening and speaking, but need to strengthen the areas of reading and writing. Based on these results students are placed into guided reading groups for the additional support needed to strengthen their fundamental reading skills. Our Response to Intervention program also supports students in specific areas as identified by our universal screening tool - Fountas and Pinnell Reading Assessment. These students are then grouped accordingly and provided direct Tier I and II instruction in the identified areas by either the classroom teacher or a specialized reading/literacy teacher or ESL teacher. All first grade ELL students have also been targetted for our Title III after school program which also targets these areas of deficiencies which will in turn support them on developing the skills and strategies to meet NYS standards. In addition, we have also implemented a Photos and ME after school program in collaboration with Union Settlement and Columbia University targetting 2<sup>nd</sup> grade English Language Learners.
4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- 4a: The patterns across proficiencies and grades are that the majority of our students in grades K -5 are weakest in the areas of reading and writing. As a result of only providing our students with an ESL program and regular day instruction being conducted solely in English, all students test in English, therefore, we have no data to compare how students fair in English as compared to native language. There have been instances where students have needed the service of a translator because although they have difficulty with the English language they are not fluent in reading and writing in their native language.
- 4b. As a school we have opted not to give the ELL Periodic Assessments. We utilize our data from the general periodic assessments administered to all students.
- 4c: As a school we feel the periodic assessment does not provide us with sufficient data to pinpoint the needs of our ELL population. Furthermore, we find that although periodic assessments are supposed to be common core alinged we find they are not.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]  
 Our school utilizes our universl screening tool - Fountas and Pinnel Reading Assessment as well as English language Proficiency assessments to guide instruction for ELLs within the Response to Intervnetion Framework. This data is then utilized to provide English Language Learners with a rigorous culturally responsive instruction. Upon data analysis students who score below specified levels of performance on schoolwide assessments and English language proficiency assessments are identified and provided with supports matched to identified needs. The Fountas and Pinnel data informs us of MSV defecencies as well as fluency and comprehension. This assessment is also administered in Spanish for students whose first language is Spanish to factor out if needs are a result of language acquisition or a lack of receiving an adequate opportunity to learn in native or secondary language. The English language proficiency assessments inform us of areas within the language and literacy development where students struggle. Both tools are

used to plan interventions within our instructional day, as well as, after school supports. Our RTI program conducted 3x a week for 1/2 hour daily by both the classroom teacher and our ESL teacher is a means of support for English Language Learners. During this time but not limited to, teachers utilize strategies such as rich text, previewing key concepts and challenging vocabulary, close reading, group and paired discussions, language frames, shared writing, role playing, story telling, writing tools to facilitate with the writing process, modeling, singing songs, reciting rhymes, turn and talks, writing celebrations, playing word games, books on tape, interactive word walls to develop the skills and competencies that are lacking. In addition to the RTI component, during the integrated English as a New Language units of study and Stand Alone units students continue to receive the support needed with language instruction, written language, word reading and spelling skills, fluency and reading comprehension.

6. How do you make sure that a student's new language development is considered in instructional decisions?  
In considering a child's second language development when possible we place ELL's with teachers who speak the students native language or with paraprofessionals who can provide the language support. It is our expectation that placing students in classroom with teachers who can support them in their native language will facilitate the acquisition of the english language. While in the classroom teachers help and encourage ELLs to identify similarities and differences between their language and the english language and apply them to learning to read and write in english. Some ways teachers consider the student's language development is by making cross language connections via; cognate identification from books read, creating word walls with picture supports, highlighting similarities and differences between home language and english syntax, spelling, text structure and punctuation. In addition, the use of the home language to build background knowledge by previewing key concepts and challenging vocabularyas well as reviewing concepts in native languages when possible, reading books in native languages to point out parallels and contrasts between the two languages.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
We evaluate the success of our ESL program based on how students are performing on the NYSESLAT exam, the number of students who test out of the program on a yearly basis and and the results from state exams. In addition we also utilize our annual school report card which indicates our ELL student population is making progress and meeting the AYP for ELLs. For students in testing grades their performance on the ELA and Mathematics exams is also a measure for evaluating the success of our program.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [\*ELL Policy and Reference Guide, ELL Identification\*](#) section.  
During the registration process May, June, September and throughout the school year the following pedagogues the principal - Ms. Castillo, the Assistant Principal - Ms. Cruz, the ESL teacher - Ms. Paoli and when the need for asian dialect translations are needed Ms. Mui the math specialist and Ms. Li a classroom teacher assist with the administration of the home language identification survey. The aforementioned individuals meet with incoming parents and students and complete the HLIS form collaboratively to determine the students home language as part of general intake procedures. When applicable over the phone interpretation services are utilized so that parents can receive language assistance and have their questions answered. Upon determination that student's home language is not English a more in depth interview with the student is conducted to determine if the student has sufficient English oral and literacy skills for the grade for which the student is enrolling. Once the school has determined eligibility to take the NYSITELL the exam is administered within 10 school days of enrollment. All new entrants whose HLIS reponses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results are administered the Spanish LAB at the time of initial enrollment or reenrollment during the same 10 day testing window. Students entering our school from another country after second grade and have at least two years less schooling than their peers complete the SIFE oral interview questionnaire to determine if the student has a two year scholastic gap. Upon SIFE identification the LENS is administered to inform teachers of the literacy and mathematical skills that their students bring with them.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Students who are entering our school are all given the Fountas and Pinnel Baseline Assessment to determine reading levels and needs. In addition, the SIFE questionnaire is also utilized to get a better sense of how students are performing academically. Student work is also analyzed and compared with other data to determine student progress and additional needs.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

For students who are newly enrolled students with IEPs, our LPT (School administrator, ESL teacher, Special Education teacher, Parent or guardian and an interpreter or translator of the language or mode of communication the parent or guardian best understand) reviews evidence of student's language development. The LPT recommends if the students take the NYSITELL or not take the NYSITELL. If the recommendation is for student to take the NYSITELL, ELL identification process continues as with all students. If recommendation is for student not to take the NYSITELL, the recommendation is sent to the principal for review. Upon review, principal determines if the student should or should not take the NYSITELL. If the Principal's determination is sent to the Superintendent or designee for review. Parent or guardian is then notified within 3 days of the decision. Upon superintendent or designee review if determination is to take the NYSITELL identification process continues as with all students. If review determines student is not tested parent is notified and ELL identification process terminates.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

To ensure that entitlement and non-entitlement parent notification letters are distributed and returned within five school calendar our ESL teacher - Ms. Paoli after administering the NYSITELL prints out an RLCB report to determine students who are entitled or non-entitled for ELL services. She then generates the parent notification letters in parents language of preference as per parent responses to questions 1 and 2 on part 3 of the HLIS form. For students in the lower grades letters are hand delivered to the parent or guardian during dismissal by Ms. Paoli. For students in the upper grades letters are sent home with the student and a follow up call is made by Ms. Paoli, the ESL teacher.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

During our orientation session parents are informed of their rights including the right to appeal within 45 days of enrollment by a certified ESOL or bilingual teacher - in our case Ms. Paoli the ELL provider. The process of re-identification is thoroughly explained as outlined in the ELL Policy and Reference Guide beginning with a written request to principal in parents preferred language and culminating with a written notification of decision from the Superintendent to the principal, parent or guardian in the preferred language within 10 school days of receipt of documentation from the principal.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

In September, once testing is completed, parents of students identified as ELLs are invited to a Parent Orientation by the licensed ESOL ELL provider Ms. Paoli at which time they view the Parent Orientation video explaining the three program options transitional bilingual education, dual language and freestanding ENL. In meeting the needs of our parents, Orientations are scheduled based on parent language preference. During the orientation we also provide information on standards, curriculum, assessments and the common core learning standards and that a bilingual program is the default placement when a parent survey is not returned. In addition, we also share with parents the school expectations for English Language learners, as well as the program goals. To ensure parents of ELL students fully understand and are aware of their choices, the ESL teacher also invites them to schedule a one on one meeting time during the month of September and throughout the school year as new students are registered into the school to further discuss their options. In the event that other programs become available other than the one currently in place a meeting will be scheduled to inform parents of program availability and gauge parent interest. If parents express an interest in new program availability a plan of action will be established to commence program for the upcoming school year to avoid any instructional disruptions.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parent choice letters are distributed at the end of the orientation session as per parent preferred language as per responses on questions 1 and 2 on part 3 of the HLIS form for parents to complete. Parents are encouraged to complete forms before leaving orientation session. The ELL provider - Ms. Paoli maintains a check off document identifying parents who complete and return surveys and program selection forms and those who fail to return the necessary documents. Parents who fail to return the documents are called by the ESL teacher and informed that letters need to be returned. The ESL teacher maintains a log of outreach made to parents and continues to persist until all letters are returned. As documents are being returned Ms. Paoli keeps a running record via a spreadsheet of parent program choice and student's primary language to determine if parent responses warrant the opening of a

new program based on Part 154 requirements to open a bilingual program when 15 or more ELL students in grades K-8 speak the same language in one or two contiguous.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ESL teacher maintains an ongoing check list of surveys and program selection forms returned and not returned. If forms are not returned the ESL teacher sends out new forms in the parent's preferred language and reaches out to parents via phone calls, dismissal morning arrivals, informing them of the importance of the documents until all documents are returned. In the event that documents are not returned the ESL teacher maintains a record of times out reach was made and outcomes.
9. Describe how your school ensures that placement parent notification letters are distributed. For students in the early grades Kindergarten thru 2<sup>nd</sup> grade notification letters in parent preferred language are handed to parents/guardians during dismissal by either the classroom teacher or the ELL provider. For students in the upper grades notification letters are sent home via the postal system or given to students to deliver home followed by a phone call informing parents that a letter is being sent home and its importance.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation is maintained in the child's cum records and maintained by the pupil accounting secretary. A copy of all documents are maintained in a three ring binder in the ESL office/classroom by the ELL provider Ms. Paoli.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
In administering and ensuring all students take all sections of the New York State English as a Second Language Achievement Test our ESL teacher utilizes the RLAT and RNMR reports from ATS and double checks to ensure all students listed are eligible for testing. She then develops a testing schedule. The speaking section is administered first on a one on one basis beginning with all the kindergarten students first and then gradually going to the upper levels. Students are tested in the ESL room. Upon completion of the speaking section the listening and reading section is administered with groups of students according to the grade band. Testing modifications are provided for students who have IEP's where testing accommodations are adhered to. Upon completing the listening and reading sections the same protocol is followed for administering the writing component of the NYSESLAT. When students are absent they are pulled one on one or as needed according to the grade band. For the speaking session of the NYSESLAT our reading specialist administers this component of the Test. For all other components our ESL teacher with support of our Reading specialist administers the other reading, writing and listening components.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Parents of students who are entitled to continued and transitional supports services receive notifications in parent preferred language in the mail or hand delivered by the student followed up with a phone call from the ELL provider informing parent of letter and its importance. The ELL provider - Ms. Paoli follows up by scheduling appointments during our Curriculum Night to ensure all parents understand purpose of letter. Each subsequent year in September letters are sent home to families in parent preferred language indicating if their child continues to qualify for services. This letter in the EPIC packet indicates that they are to contact us if they wish to change their option. To date, none have done so.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
The trend of Parent Survey and Program Selection forms for the past few years indicate that parents elect to have their children receive ESL classes. Over the past three years our data indicates that only 1 parent has selected to have their child in a bilingual program. Currently, our school does not offer bilingual services since we don't have the mandated numbers within a grade or two consecutive grades to open up a class. If and when a parent selection is one other than the programs offered at our school parents are informed that the school can assist in finding them a school with a program of their choice.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

a. Freestanding ENL program.

In order to meet the CR Part 154.2 regulations our ELL students are heterogeneously grouped in one class by grade. Our ESL teacher provides services via a push in and pull out model. During the standalone blocks of instructional time the students are pulled out of class. During this time based on student's proficiency levels students are immersed in For the intergrated instructional blocks the ESL teacher pushes in and team teaches with the classroom teacher.

b. TBE program. *If applicable.*

Paste response to questions here:

c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The classroom teachers supporting ELL students have worked collaboratively with the ESL teacher when creating their schedules to ensure that the mandated instuctional minutes are delivered as per the CR Part 154.2. For stand-alone units of study students are grouped by levels and between two consecutive grades via a pull out model. For intergrated units of study the ESL teacher pushes into the classrooms housing ELL students and co-teach with the classroom teacher.

3. Describe how core content is delivered in each program model. 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.

The pull out stand- alone units of study is taught primarily in English. The ESL provider is multilingual - fluent in English, Spanish, French, Italian and a little of Portuguese supporting students who are prevalent in these languages. For other languages we picture cues are utilized, a lot of repetition, and whole language istruction. During the intergrated units of study the ESL teacher supports students by providing them with translations, and sharing the responsibility of teaching by supporting the lesson with additional pictures cues, repetition, translation programs, partnership work with a more advanced ELL student supporting a student who is at the entering level.

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

To ensure that ELLs are appropriately evaluated in their in their native languages throughout the year we provide translation services. On staff we have 2 Asian teachers who assist with translation in Chinese and Mandarin. We also have 7 teachers who assist with spanish translations when needed. For other non prevalent languages we request DOE translators for NYS exams.

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

ELL students are informally evaluated in the four modalities throughout the school year as the ESL teacher conducts her lessons. In addition, with our curriculum students are required to read, write and speak which also facilitates the evaluation process. Teachers conduct ongoing one on one conferences and small group instruction which also ensures that ELLs are appropriately evaluated. In addition, we also use our Fountas and Pinnel reading benchmark assessment for students in grades K-5<sup>th</sup>, our Math Baseline Assessments, and Science and Social Studies projects as well as on Demand Writing Tasks to assess progress and continuing needs.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

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

6b&c. For Newcomers and Developing students we currently have a technology program - Accelerated Reader which assist students in developing vocabulary called words in a flash which students are exposed to on a daily basis for 10-15 minutes daily to develop language. We also provide an after school program through Title III for the largest number of ELL's within two consecutive grades. Furthermore, we also provide an academic afterschool program in reading and math to further assist students in the areas of need. We are fortunate to have City Year Volunteers who also assist by providing one on one

instructional support. This current year we also have an after school program PHOTOS and ME for ELL students supported by Union Settlement and Columbia University. Many of the strategies being utilized with this program are being carried over into our ESL program.

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

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

In order to ensure a student's academic progress is not being adversely affected by re-identification they are provided with at risk services. Data is utilized to gauge needs and strengths and teachers place students with appropriate groups to provide them with the small group instruction.

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

Materials: Wilson - Foundations K-2nd

Materials: Ready Gen Reading Program First thru 5th

Materials: Balanced Literacy Units created using UBD process Kindergarten

Materials: Go Math K-5th

Materials: Wordly Wise Vocabulary 4th and 5th

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

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

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

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

Our school uses curricula, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and obtain English Proficiency in the following ways: A Special Education teachers participates in inquiry work alongside general education teachers focusing on possible instructional strategies that foster group work where needs are addressed.

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

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

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

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

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

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

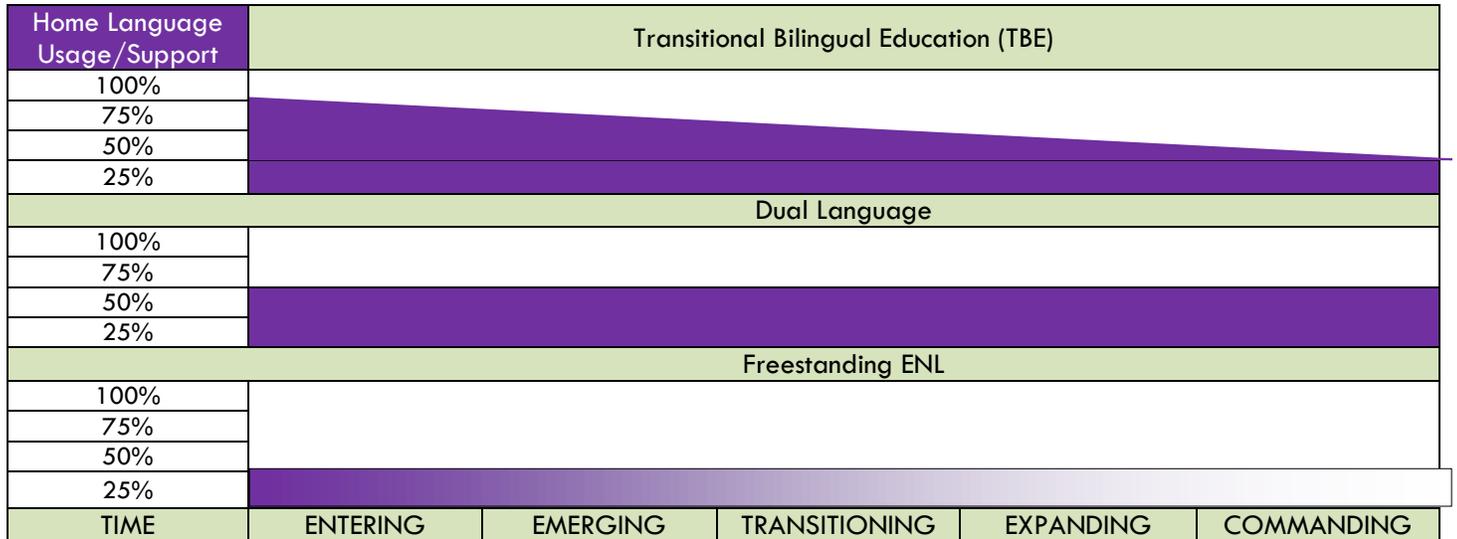


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
- Our targeted intervention programs for ELLs in ELA, math and other core content areas is solely determined by data. Our school utilizes our universal screening tool -Fountas and Pinnel Reading Assessment, the GO Math Baseline Assessment, the STARS or Early Literacy Assessment on Accelerated Reading as well as informal data gathered by the classroom teacher to guide instruction for ELLs. This data is used to group students accordingly for our Response to Intervention program 3x a week during our first instructional period and small group work during our literacy and math blocks. At this time students are offered intervention in areas such as decoding, word work, sight word development, vocabulary, cueing systems, comprehension, listening and speaking, writing, number sense, multiplication and division. During our day to day literacy block, ELL's are consistently progressed monitored. Instruction is then modified providing them scaffolded instruction which is differentiated specifically for ELL students. During our literacy block teachers target student needs via guided reading and small group instruction. During our 2<sup>nd</sup> math block students are grouped according to need and provided with tools and instructional support addressing identified needs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- This current year the integrated unit of study is new. At this time our data is not sufficient enough to determine effectiveness. Our standalone program has been successful. Utilizing our NYSESLAT data we find that a large number of students continue to test out of the program and/or move across the proficiency levels. Most of our current ELL students are currently at the emerging or transitioning level with the exception of all the new comers who have arrived from other countries.
12. What new programs or improvements will be considered for the upcoming school year?
- At the current time no new programs are being considered for the upcoming school year. We believe that with our reading program Ready Gen coupled with our Reading Rescue program and Recipe For Reading Program in the lower grades we will be able to further support our ELL students with needs specific to language acquisition.
13. What programs/services for ELLs will be discontinued and why?
- At the current time we are not discontinuing any programs or services.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- When funding is available all ELL students are afforded the opportunity to attend our instructional after school program for grades 3-5. Utilizing the Title III funds an after school program is established for grades with the largest number of ELL's as means of further addressing their needs. In addition, teachers work together in grade level teams in order to ensure cohesive instruction is being planned and implemented. ELL students are also afforded the opportunity to attend school trips, assemblies, spirit week, Randall's Island soccer program and the YMCA swimming program for 2nd grade students. All ELL's participate in enrichment programs as part of a school class effort and for after school programs they are invited to attend via applications that are sent home inviting them to participate in the after school programs. For our Title III programs many students participate, but we find that if they are currently attending other after school programs they tend to remain in programs they are currently enrolled in.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- The following instructional materials, including technology are used to support ELLs in the area of Literacy and content area:
- Read Aloud Big Books K-5
  - Leveled Classroom libraries K-5 for literacy and content area
  - Fountas and Pinnel Assessment BAS
  - Guided Reading Sets K-5
  - Foundations - Wilson
  - Learning English K-5 - ELLs Only
  - Renaissance Learning (technology)
  - NYSESLAT instructional materials -ELLs Only
  - Reading Rescue - 1<sup>st</sup> grade students
  - Recipe for Reading - Kindergarten thru Second Grade
  - Ready Gen
  - Go Math
  - Investigations - Math 1x a week
  - Wordly Wise - Vocabulary grades 3<sup>rd</sup> thru 5<sup>th</sup>
- Smart boards are also utilized to present lessons and engage students in interactive games.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- When we make decisions about student placement we make every attempt to place beginning ELLs-who are predominately Spanish speaking in classrooms with teachers and/or paraprofessionals of the students' native language. We do the same with Asian students since we have 1 first grade teacher who speaks the mandarin dialect. Currently, we have 1 licensed ESL teacher in

a Kindergarten class who supports incoming K students, 1 first grade Asian teacher, 2 spanish speaking 2 nd grade teachers, with a We also try to group children together who are speakers of less prevalent languages, such as African American dialects, so they can support eachother linguistically and emotionally. Furthermore,

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Our ESL services support and correspond to ELLs ages and grade levels as students are grouped not only by levels but also by grade/age. When creating our groups we aim to keep them together as a grade and proficiency level. When block of time are limited we then group students within two corresponding grades such as Kindergarten and First, second and third and fourth and fifth. Materials purchased for the ESL program are all age and grade level appropriate. We ensure that students have access to materials they can engage with tactillilly and kinesthetically and well as ample opportunities for visual support and oral support such as books on tape.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

**Paste response to question here:**

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
In supporting our ESL teacher with professional development as well as classroom teachers supporting ELL students, we implement a turn key model. The ESL teacher is given the opportunity to attend a series of external or PD sessions provided by ----- She is also given the time to visit other schools and classrooms that have highly effective models of instruction to support ELL students. Our LAP team also meets to discuss areas of need that need to be addressed and we utilize the expertise within our own school building and our professional development team to provide PD and support to teachers servicing ELL students. During our extended Monday and Tuesday days the LAP team meets once a month to discuss strategies and plan methodologies that will best serve our ELL population.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
In addition to our ESL teacher providing turn key training from her PD sessions, our professional development team designs workshops around needs that have been targeted from authentic student data and baseline assessments. In some cases they need to research best practices and in other cases they seek expertise within our school building. Teachers are also afforded the time to visit each other and observe best practices they can utilize in their classrooms. During these visits teachers are asked to complete a form in which they jot down observations and at least one area/strategy they would like to implement within their classrooms and why they feel such area/strategy will be beneficial in their rooms.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Support is given to the staff by school leadership during the middle school process. Administration appoints a bilingual middle school liaison to oversee the middle school process during the school year. The middle school liaison and the parent coordinator attend meetings at the Integrated Services office to obtain information concerning the middle school process and the timeline for selection of schools. Information is shared with classroom teachers and parents in our scheduled middle school parent meetings. Classroom teachers discuss the transition process from elementary school to middle school with students. The parent coordinator works with classroom teachers and parents in order to prepare students for tours, open houses and interviews. Middle school representatives are invited to the school to address parents, students and teachers during a middle school fair hosted at our school. ELL students and parents are assisted in selecting middle schools and in the completion of application by the liaison, parent coordinator and/or classroom teacher. The school establishes relationships with middle school principals in order to ensure that ELL students are accepted into appropriate middle school that will provide the services the students need. Students are encouraged to attend orientation sessions before and upon acceptance.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
Teachers of English Language Learners participate in turn key training provided by ESL teacher who attend professional development sessions at determined sites. In addition, the professional development team also provides professional development based on teacher request during pre-scheduled teacher lunch hour. To further support these teachers the ESL teacher also pushes in providing demonstration lessons utilizing strategies that can be used to support the ELL's within their classrooms. For workshops offered outside of the building the professional development providers maintain an attendance log and the teacher's participating are expected to bring back materials and information they will share with the rest of the school community. For in house professional development we maintain an attendance log as well as surveys that participants complete at the end of each workshop. We also maintain a professional development binder with all the materials that are utilized at each workshop.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parent Meetings are scheduled during our extended Tuesday Parent engagement time. During this time meetings are scheduled with parents to discuss student progress. In addition, parents are also provided with strategies to assist students at home. When interpretation and translation is needed we utilize the staff on hand for prevalent languages. For languages that are less prevalent, we make arrangements to have someone available to assist the parent. We either request a translator from central or ask the parent if they have someone who can assist with interpretation.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response to question here:

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

implemented especially around the area of mathematics. This will give parents a better understanding of the strategies being taught, how they are taught so that there is continued support at home.

#### **D. Additional Information**

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

**Paste response here:**

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **4M083**      School Name: **Public School 83**  
Superintendent: **A. Estrella**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

---

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

As per the adult language report the preferred language for both written and oral communication is English followed by Spanish then Chinese. Within the Asian community, although written language is Chinese we have a few who make the distinction of Mandarin and Cantonese for the oral communication. We have a limited number of parents who have indicated Arabic, Bengali, Mongolian, Slovak, and Fon.

## **Part B: Creating a Communications Calendar**

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

At Public School 83 we typically disseminate a monthly school calendar informing parents of school events, parent meetings and workshops. In addition to our monthly parent calendar, we also send home announcements and reminder notifications for important school events such as parent teacher conferences, testing dates and information, workshop opportunities, letters and applications for after school programs through out the school year. During the month of July during Kindergarten and Pre-Kindergarten orientations we also distribute parent handbooks. In April and May, letters are sent home to parents of our graduating class informing them of graduation dues, events and trips.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Throughout the school year on extended day Tuesdays' teachers schedule face-to-face meeting with parents. In addition to the extended day Tuesday parent engagement piece, teachers also meet with parents during curriculum night in September and 4x in the school year during parent teacher conferences. Teachers will also meet with parents to discuss promotional standings with parents of students who have been identified as promotion in doubt. Throughout the school year the attendance teacher will also meet with parents of students who have chronic lateness and absences.

## **Part C: Providing Language Assistance Services**

---

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

#### **Part D: Training Staff on Policies and Procedures**

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At the beginning of the school year during our first professional development session teachers will be informed of how to use translation services and over the phone interpretation service. At this time administration will disseminate T&I brochure and the Language ID Guide as a reference tool.

#### **Part E: Providing Notice of Language Assistance Services**

---

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

During parent meetings parents will be advised of their rights and will be informed of measures to take when in need of translation and interpretation services - Parent Coordinator being their first point of contact.

#### **Part F: Monitoring and Quality Control**

---

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

In addition to a school parent survey and the annual NYC parent survey, we will gather feedback from parents during our general PTA meetings and feedback forms provided at the end of parent workshops.