

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

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

**11X083**

**School Name:**

**P.S. 083 DONALD HERTZ**

**Principal:**

**BRANDON MUCCINO**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Donald Hertz School Number (DBN): 11X083  
Grades Served: Kindergarten through Eight  
School Address: 950 Rhineland Ave. Bronx, NY 10462  
Phone Number: 718-863-1993 Fax: 718-863-5525  
School Contact Person: Brandon Muccino Email Address: bmuccin@schools.nyc.gov  
Principal: Brandon Muccino  
UFT Chapter Leader: Adam Cioffi  
Parents' Association President: Jasmine Flores  
SLT Chairperson: \_\_\_\_\_  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 11 Superintendent: Maria Lopez  
Superintendent's Office Address: \_\_\_\_\_  
Superintendent's Email Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: \_\_\_\_\_ Director: \_\_\_\_\_  
Director's Office Address: \_\_\_\_\_  
Director's Email Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

## 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)
Brandon Muccino	*Principal or Designee	
Adam Cioffi	*UFT Chapter Leader or Designee	
Jasmine Flores	*PA/PTA President or Designated Co-President	
Pauline Bello	DC 37 Representative (staff), if applicable	
Jorge Erazo	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>	
Frank Cassano	CBO Representative, if applicable	
Kristy Falotico	Teacher	
Barbara Faughnan	Teacher	
Rosemary Mercora	Teacher	
Denise Soto	Parent	
Karen Rice	Parent	
Jeannine Timpone	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Nathalie Rosa-Leon	Parent/	
	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.

PS 83 is a K-8 School of approximately 1650 students from various cultures and socioeconomic backgrounds. The school receives Title 1 funding and we have a universal free lunch program. We are housed in 2 buildings, an annex structure and a main building serving grades K-4 and 5-8 respectively. The school population is 12% English Language Learners and 18% Students with Disabilities. There are 1 to 2 ICT classes at each grade level and 6 self-contained special education classes. We have an active Parent Teacher Association with well-attended events and meetings. Last year, the PTA worked collaboratively with the teachers and administration to plan meaningful workshops requested by both constituencies. As a result, over 25 family evening or weekend events/workshops were planned for the school community allowing for maximum student/staff/family interaction. Our focus on health and wellness allowed students at each grade level to participate in targeted health and wellness programs focusing on both physical and emotional well-being.

Our school mission is, " In partnership with parents and the community, P.S. 83 is dedicated to creating global learners on the path to college and careers by engaging students in authentic, rigorous learning experiences. In a safe, nurturing environment, children will become responsible citizens of the school and the world ."

For the past two years, we have been designated a Community Learning School and strive to serve the needs of the school and surrounding community. We have partnered with community based organizations and grass roots initiatives in order to offer students and families opportunities and activities in the areas of health and wellness, the arts and academics. Currently our students work with The New York Yankees, Bronx Arts Ensemble, Food Bank for New York City, Bronx River Arts Center, Creative Connections, Legacy Sports, The Leadership Program and more in order to offer hands on experiences and real world benefits to our school community.

Our biggest success this year with regard to the Framework for Great Schools was in building capacity for strong family-community ties. With our first ever Run or Dye Challenge, a new collaboration with The Leadership Program, implementation of monthly Family Wellness Nights, formation of a Wellness Council, implementation of our first Career Day in over fifteen years, and expansion of our school community garden, PS 83 made great strides in welcoming, encouraging and developing partnerships with families, businesses and community based organizations. Our Framework for Great Schools report, however, indicates that we still can grow in the area of parent involvement and as many of our culminating activities and community programs began this spring when Community Learning School funds became available, we expect to see improved responses in this area of the survey next year as opportunities for family involvement continue to increase.

As we move forward, we would now like to continue to strengthen our goal of rigorous instruction that is customized, inclusive, motivating, and aligned to the common core. We aim to set consistently high standards in every classroom where students are actively engaged in ambitious intellectual activity and develop critical thinking skills. As noted in our goals below, we will align ourselves closely with Engage NY content, provide staff and student training in research based thinking about the adolescent brain, and upload complete units of study with differentiated resources on Atlas Rubicon so that communication regarding curriculum and rigorous performance based tasks is improved.

## 11X083 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01,02,03,04,05,06,07,08	Total Enrollment	1684	SIG Recipient
				N/A
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
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	15	# SETSS	N/A	# Integrated Collaborative Teaching
				10
Types and Number of Special Classes (2014-15)				
# Visual Arts	31	# Music	24	# Drama
# Foreign Language	17	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	63.3%	% Attendance Rate		94.8%
% Free Lunch	54.1%	% Reduced Lunch		2.1%
% Limited English Proficient	10.6%	% Students with Disabilities		18.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		9.1%
% Hispanic or Latino	49.6%	% Asian or Native Hawaiian/Pacific Islander		9.7%
% White	30.6%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.16	# of Assistant Principals (2014-15)		5
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		5
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		11.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		7.38
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	27.8%	Mathematics Performance at levels 3 & 4		35.7%
Science Performance at levels 3 & 4 (4th Grade)	84.0%	Science Performance at levels 3 & 4 (8th Grade)		61.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
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				
Accountability Status – Elementary and Middle Schools				
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		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
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		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (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		YES
White	NO	Multi-Racial		YES
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	YES			
Accountability Status – High Schools				
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.

After analyzing 2013-14 standardized test scores in ELA and Math, it was noted that students’ responses to open ended questions in math and extended responses in ELA rarely earned all possible points across the grades. This caused us to reflect on not only the content in these areas, but the rigor of the writing program across our grades. In Math, students in grades 3 to 7 only received between 28 and 41% of all possible points on 3 point questions. In ELA, students received a proficient score on the extended response only 28% of the time. In Grade 3, 7 and 8 in ELA, PS 83 performed slightly below the city average. In Math, Grade 3 and 5 also slightly underperformed the city average. While the Framework for Great schools does not provide statistics on this element, Quality Review feedback included the need for more rigorous rubrics and consistent rigorous assessment tasks across each grade. While we received a score of proficient on this component, we have decided that communication through writing in both ELA and Math must be a focus for our school.

### 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.

The number of Grade 3 to 8 students who receive a 3 or 4 on the constructed response section of the 2016 NYS ELA exam will increase by 5% and the number of Grade 3 to 8 students who receive full credit on the open ended section of the 2016 NYS Math exam will increase by 5%

### 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 Rigorous Instruction and the Common Core 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>
<p>Increased use of Engage NY in all grades to reflect on Ready Gen, Go Math, CodeX and CMP3's alignment to the rigor of Engage NY tasks and incorporate pieces as necessary.</p> <p>Purchase of Atlas Rubicon to ensure aligned instruction across grades and increase access of all grade teachers to curricula of other grades to assist with vertical planning</p>	<p>Teachers in Professional Development sessions</p>	<p>Professional Development Sessions beginning 9/2015, ending 6/16</p>	<p>Administration, staff developers, principal's curriculum team</p>
<p>Staffing Changes:</p> <p>Revised AIS program</p> <p>Additional RTI position in each building</p> <p>Addition of self-contained special education teacher.</p>	<p>ESL students, students falling into the lowest third performance categories, Students with disabilities</p>	<p>September 2015 to June 2016</p>	<p>Principal and assistant principals will meet weekly on Mondays to assess impact of these changes.</p>
<p>Family Engagement:</p> <p>Continue increased number of Family workshops which began last year including topics re: CCLS and high school, college and careers</p> <p>Refined outreach during contractual Tuesday and at all times using the recently purchased Skedula program to increase parent communication in all languages</p>	<p>School community families in all grades</p>	<p>September 2015 to June 2016</p>	<p>Principal, administration, PTA, Parent Coordinator</p>
<p>Program use:</p> <p>Purchase of the Benchmark Writers program for grades 2 through 4 in order to strengthen the writer's process and give students a greater command of structure, transitions and conventions. Purchase of Mindset Works online program for</p>	<p>Students in grades 2 through 8, all ELL students</p>	<p>September 2015 to June 2016</p>	<p>Math and ELA staff developers, Principal, administrators</p>

middle school to increase persistence and perseverance in problem solving for middle school students			
Use of ST Math purchased through grant funds for all ELL students			

**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.											
Addition of 2 RTI teachers (one in each building), Addition of self-contained special education teacher in middle school, Addition of AP in charge of Special Education, Use of grant funding to purchase ST Math program, funds to purchase Atlas Rubicon, funds to purchase additional copies of Engage NY bound materials											
<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		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.
In January, students will take a mid-year benchmark in ELA and Math, Formal F&P levels are gathered in October, February and May.
<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 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.

As this was an area we were cited as well developed on the Quality Review, we intend to expand the new PBIS initiative begun last year with increased advisory programs and school initiatives targeted at positive school culture, college and careers, good citizenship and service to others.

Based on the Framework for Great Schools Report, the school is committed to social-emotional stability as well as a press toward academic achievement.

**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.

The number of student removals will decrease by 10% from September 2015 to June 2016 as compared to September 2014 to June 2015

**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 Supportive Environment 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>
<p>Purchase of Playworks program which trains staff members how to turnkey safe and friendly socialization strategies for students in grades K-4.</p>	<p>Students in grades K-4</p>	<p>September 2015 –June 2016</p>	<p>All personnel involved in lunchroom monitoring, lunchtime recess and morning entry</p>

Partnership with Green Generations after school program to address the needs of students in grades 2 and 3 struggling with social-emotional well-being	20 students in grades 2 and 3 and their families	October 2015 to March 2016	Green Generations providers working in conjunction with school administration.
Staff developers, PE and health teachers will meet with deans on a monthly basis to assist in planning relevant assemblies that address student responsibilities and ways to balance time and work demands in a positive manner.	All students in grades 2 through 8	September 2015 to June 2016	Staff developers, school administrators, deans
All students in grades 2 through 8 will participate in a minimum of 4 assembly programs on their grade level (one per semester) targeted at promoting a positive school culture and community	All students	September 2015 to June 2016	Deans, administrators, RTI teachers

#### **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.											
Green Generations staff and materials, PBIS materials, strategic use of deans, staff developers and RTI teachers at advisories, Playworks staff and materials											
<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		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.
<u>Midway through the year, administration will compare personal and social behaviors sections of the student report cards for Green Generations participants. In addition, in January at a Curriculum team meeting, staff developers will review the link between advisories and current curriculum and share upcoming and past topics in order to work with the curriculum team on what is necessary going forward. In addition the team will review student removals mid-year.</u>
<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 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.

Throughout the course of the year, teachers have had the opportunity to volunteer as facilitators during Monday Professional development and lead activities such as looking at student work, researching new, proven methodologies for increased student success, and analyzing class, grade and whole school data. These conversations lead to change strategies and student progress in targeted areas is tracked over identified periods of time. Cluster, ENL and Special Education teachers had the opportunity to meet in their own groups as well at times in order to share best practices unique to their teaching area. In addition, PS 83 held 2 Menu Day professional development celebrations where teachers highlighted their highly effective practices for one another and teachers attending could choose the workshop that best aligned with their professional goals. At times, teachers participated in book study groups as well. Finally, teachers this year also had the opportunity to visit one another and other teachers at nearby schools to reflect on practice and adjust pedagogy. These professional collaborations lead to a Well Developed rating on our Quality Review for indicator 4.2. As a result, we would like to further expand our opportunities for teacher facilitation of professional learning sessions as well as increase opportunities for intervisitations during instructional time.

### 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, Measurable, Achievable, Relevant, and Time-bound.

In an effort to further strengthen our distributed leadership practices, by June 2016, 100% of teachers will facilitate or co-facilitate at least one Professional Development session during Monday Professional Development session based on strengths identified in Danielson observations, feedback conversations, school and professional goals.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</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 teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Use of <u>A Handbook for Professional Learning</u> offered by the NYCDOE as well as other professional books and articles related to school and professional goals during professional learning team sessions.</p>	<p>All teachers, paraprofessionals in plt sessions</p>	<p>Sept 2015 to June 2016</p>	<p>Staff developers, assistant principals</p>
<p>Analysis of assessments in order to develop relevant topics during professional learning team meetings through the use of established and newly introduced protocols and targeted at individual populations</p>			
<p>Placement of staff developers in Math, ELA and Science at strategic grade bands</p>			

**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>Funding for 5 staff developers in ELA and Math, one literacy coach, one data specialist in order to analyze trends and identify areas in need; per session funding for teachers for workshop planning</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>											
	<p><b>Tax Levy</b></p>	<p>X</p>	<p><b>Title I SWP</b></p>		<p><b>Title I TA</b></p>		<p><b>Title II, Part A</b></p>		<p><b>Title III, Part A</b></p>		<p><b>Title III, Immigrant</b></p>
	<p><b>C4E</b></p>		<p><b>21<sup>st</sup> Century Grant</b></p>		<p><b>SIG/SIF</b></p>		<p><b>PTA Funded</b></p>		<p><b>In Kind</b></p>	<p>X</p>	<p><b>Other</b></p>

**Part 5 – Progress Monitoring**

<p><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.</p>
<p><u>Once per month, staff developers will use a checklist to determine which teachers have facilitated or co-facilitated workshops and which still have best practices to share.</u></p>
<p><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.</p>



**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.

While teachers work in teams, there is little time built into the school schedule for teachers to visit one another’s classrooms while instruction is going on. Teachers have expressed appreciation for the limited opportunities they have had to visit other classes in and beyond our school using a simple visitation reflection form. Based on these visits, the administration has seen ideas implemented that created a more cohesive environment across the school. Because of the availability of staff developers, it would be possible to create a schedule where inter-visitations can take place more frequently and with specific content or pedagogy in mind.

**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.

Mr. Muccino, principal of PS 83, will create an intervisitation schedule for all teachers so that each educator has the opportunity to participate in a minimum of two interclass visitations (at PS 83 or another local school) by June 2016 in order to reflect on practice and incorporate new pedagogy into their existing work in addition to facilitating whole school professional development a minimum of twice per year

**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>
<p>Mr. Muccino, working in collaboration with the school Curriculum Team, will determine a schedule for visitations so that every teacher has an opportunity to visit classrooms other than their own with a focus that the teacher identifies as an area</p>	<p>All teachers</p>	<p>September 2015 to June 2016</p>	<p>Principal, school curriculum team, teachers</p>

(content or pedagogy related) that he or she would like to strengthen.			
Mr. Muccino, working in collaboration with the administrative team, will analyze trends in Advance Teacher Evaluation data to match teacher need with a proper intervisitation experience.	All teachers	September 2015 to June 2016	Principal, assistant principals
Mr. Muccino, in collaboration with staff developers, will create or adopt a user-friendly reflection tool that will allow teachers to share findings and the administration to determine the impact of the visits.	All teachers	September 2015 to June 2016	Principal, staff developers

**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.											
Funding for staff developers and assistant principals,											
<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		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.
<u>In February, 2016, the Curriculum Team will convene and create an update on what visits have taken place. At that point, it is expected that all staff will have been involved in a minimum of one intervisitation and a reflection sheet will have been collected from each teacher in order to begin to determine impact.</u>
<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 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.

On the Framework for Great Schools report, we earned a solid score in teacher outreach to parents but a score slightly lower than the city in parent involvement. Our school made the full transition to a community learning school in February 2015 by hiring a full time resource coordinator and receiving funding that was a year overdue. This allowed us to create many parent and family opportunities beginning in April that did not previously exist. We believe these new initiatives contributed to a score of well-developed in the indicator 4.2 on the Quality Review that took place in May. As a result, we plan to continue partnerships with local organizations and the PTA in order to increase parent/community involvement.

**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.

PS 83, in conjunction with the Community Learning Schools Resource Coordinator, SLT and PTA, will partner with a minimum of 4 local organizations in order to facilitate a minimum of 10 family activities and family workshops throughout the course of the school year ending in June 2016.

**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 stronger family and community ties and to increase parent involvement in support of improved student outcomes.</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>
<p>The Resource Coordinator, in conjunction with the school administration and PTA will devise or adopt a needs</p>	<p>Families of PS 83, students, teachers</p>	<p>September 2015 to June 2016.</p>	<p>CLS Resource coordinator, school</p>

assessment survey to be given to students, parents and teachers.			administration, Advisory Board members
The Resource Coordinator will hold monthly CLS Advisory Board meetings involving parents, school staff, students and community members in order to review the findings of the needs assessment and reach out to organizations strategically. The school administration, Resource Coordinator and members of the Advisory Board will then create partnerships with local organizations based on needs assessment that increase opportunities for parent involvement in the school community	Family members of PS 83, community based orgs.	September 2015 to June 2016	CLS Resource coordinator, school administration, advisory board members
.			

**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.											
Use of funding from NYSED Grant (CLS based) in order to partner with local organizations as well as pay salary to resource coordinator.											
<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		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	X	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 February 2015, PS 83 will have partnered with a minimum of 2 local organizations and held 5 in order to increase opportunities for family engagement.
<b>Part 5b.</b> 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>	Scores on F&P running record assessment and NYS ELA exam.	Successmaker, Leveled Literacy Intervention, after school instructional materials	Small group and one on one instruction, online instruction	During the school day, after school program
<b>Mathematics</b>	Score on NYS Math	Successmaker, ST Math, after school instructional materials	Small group and one on one instruction, online instruction	During the school day, after school program
<b>Science</b>				
<b>Social Studies</b>				
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Teacher/parent recommendation	At risk weekly services	Small group and one on one	During the 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.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

### 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.

The school has hired 5 staff developers along with one literacy coach to assist teachers in planning lessons, aligning curriculum and creating and organized, effective classroom environment. In addition, there are two part time mentors to assist first and second year teachers. An intervisitation system is in place so that all teachers can see the practice of others and teacher meet twice weekly for common planning and professional learning team sessions. An assistant principal in charge of Special Education, two RTI teachers, an IEP teacher and one data specialist are available for all teachers, new and veteran, in both buildings. Curriculum is uploaded to Atlas Rubicon in order to allow and collaboration for all.

#### 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).

Teachers are encouraged to facilitate grade level and school wide Menu Day professional learning team sessions. In addition, many teachers sign up for professional development outside the school building and the school often pays the registration fees or purchases professional reading materials for teacher teams. Staff developers are assigned grade bands and subject areas for targeted assistance. Engage NY materials are utilized alongside purchased programs such as Ready Gen, CodeX, Go Math and CMP3 to ensure tasks, rubrics, assessments, and daily lessons meet rigorous standards.

### 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).

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**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.).

**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.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

<p><b>Directions:</b> 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u><sup>2</sup>. <b>On the chart below</b>, 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.</p>				
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.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	1,036,656.00		
Title II, Part A	Federal	164,185.00		
Title III, Part A	Federal	24,656.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	9,308,764.00		

### **<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.

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

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 83**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **PS 83** 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**

**PS 83**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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.

## Application for Immigrant Funding

**Requirements:** Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Division of English Language Learners and Student Support (DELLSS) and can only be used to provide supplementary services to immigrant students (who may or may not be ELLs). Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for immigrant students from the Caribbean countries where English is spoken as a dialect
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs and/or Dual Language programs
- improving teaching and learning in core subject areas
- implementing strong student supports to increase graduation rates

For more information on Title III requirements, please see the School Allocation Memo or contact your BFSC's deputy director for English language learners.

**Directions:** Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by December 4 via email to your BFSC's deputy director for English language learners. Please refer to the SAM.

Part A: School Information	
Name of School: The Donald Hertz School	DBN: _____
Name/Phone/Email Address of Contact Person: Mr. Muccino/718-863-1993/Bmuccin@schools.nyc.gov	
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____	
Total # of immigrant students (including ELLs) to be served: _____	
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" 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: _____	
Describe the direct instruction supplemental program in the space provided below. Description should include: <ul style="list-style-type: none"> <li>• Rationale</li> <li>• Subgroups and grade levels of students to be served</li> <li>• Schedule and duration</li> <li>• Language of instruction</li> <li>• Number and types of certified teachers</li> <li>• Types of materials</li> </ul>	
Begin description here: Our school will offer two programs each focusing on a different subgroup of ELLs. The first program that will be explained is the afterschool program the second is the Saturday Academy. ESL After-School Academy- Fast ForWord Program Rationale: For our Direct Instruction Supplemental after-school program, our school has purchased the computer based language and reading development program Fast ForWord reading assistant created by Scientific Learning. This program builds basic and academic vocabulary and English grammar skills for ELLs as well as strengthens memory, attention span, processing and sequencing cognitive skills. The Fast ForWord reading assistant program supports ELL students learning needs by providing : -speech cognition technology that allows students to practice reading aloud and also records and corrects student speech - informative texts in content area subjects such as Science and Social Studies to build academic vocabulary - pre-recorded passages read to students which will familiarize students with proper English pronunciation and inflection of words and sentences Fast ForWord is an appropriate program for ELL students who are low readers and non-readers alike. This program can also assist students who have been experiencing an English language development delay. Before beginning the program, each child will take an assessment called the Reading Progress Indicator, which determines the correct starting point for each student. Students will also be tested after completing a percentage of content in order to compare data of student progress. Each ELL student will benefit from Fast ForWord reading assistant because it can offer each child and individualized and personalized reading program. Subgroups: This program will be offered specifically to Entering and Emergent ELL students in grades 3,4,5,and 6. These grade bands have been targeted for school support because they contain the largest number of Entering and Emerging level ELLs. There will 20 ELLs who will be invited to this program. Each of the two ESL/ENL teachers will assist 10 ELL students.	

Schedule and Duration: This program will begin Wednesday, December 9th, 2015 and end Thursday, May 5th, 2016. The program will run from 2:30-4:00p.m. Wednesdays and Thursdays. Class dates are as follows:  
December 9, 10, 16, 17  
January 6, 7, 13, 14, 20, 21, 27, 28  
February 3,4,10,11,24,25  
March 9, 10, 16, 17, 23, 24, 30, 31  
April 6, 7, 13, 14, 20, 21  
May 4, 5

Language of Instruction: The language of instruction used by the ESL/ENL teachers will be English. The Fast ForWord program will primarily use English as its method of communication, however, there is an Interactive Multimedia Vocabulary support (built into the software)with Spanish translations that can be accessed by students if translation is necessary.

Number and types of certified teachers: There will be two licensed and certified ESOL teachers working the program. One teacher is dually licensed in ESL and Content area 7-12. The second teacher is ESOL certified/licensed only. Both teachers will be trained to use the Fast ForWord program by the company Scientific Learning. This training includes how to prepare, pre-test, and assist students to use the program, monitor student progress, and collect, study and compare student progress data. This data will also be shared with classroom teachers at curriculum meetings in order to assist teachers to differentiate their lessons within the classrooms for ELL students.

Types of Materials: Since this is a computer-based program, materials needed will be the following:

- laptops and Ipads provided by the school's technology department
- Fast ForWord software
- two consultation meetings with a representative from Fast ForWord
- printer paper - to print out student data
- binders to keep student data

#### Saturday Academy

Rationale: We will offer our Transitional and Expanding Students in grades 3 through 6 the opportunity to enhance their skills in the content areas to help increase exit rates from the ENL Program. These grade bands have been specifically chosen according to our data which shows a slight downward trend in 3rd and 4th grade progress on the 2015 NYSESLAT and allowing 5th and 6th grade students the opportunity to build on the gains they made on the 2015 NYSESLAT. The focus of this program is to develop content area knowledge, fluency and writing skills in our ELLs.

Subgroups: The subgroups to be formed in this program include grades 3-4 and 5-6. Two classes will be created with one class consisting of a group of 15 students in grades 3rd and 4th at the Transitional and Expanding Level students. The second class will contain 15 students in grades 5th and 6th at the same levels. This program will take place in the main building.

Schedule and Duration: The program will take place on Saturdays for eight weeks from 9am to 12pm. The program will begin on January 23rd and end on March 26th. Scheduled dates include January 23 and 30th, February 6th and 27th, March 5th, 12th, 19th, and 26th.

Language of Instruction: The program will take place in English as the students are in an ENL program.

Number and types of certified teachers: There will be two ESOL certified teachers working the program. One teacher is dually licensed in Common Branches N-6 and ESOL. The second teacher is ESOL certified only. The dually licensed teacher will teach the Social Studies and Science Content to all grades and the ESOL certified teacher will teach the Fluency and Writing to all grade levels. Classes will be situated in rooms next to each other to allow classes to travel between the teachers.

Types of Materials:

In grades 3-4 the content area materials will consist of a compare and contrast study of Then and Now and a study of United States Geography using the Language, Literacy & Vocabulary Reading Expedition books by National Geographic Learning. The Science theme we will study is Our Place in Space from the Language, Literacy & Vocabulary Reading Expedition books by National Geographic Learning. To strengthen reading fluency students will take part in Readers Theater using American Tall Tales and Legends. Students will improve their writing through the use of the Time for Kids Exploring Writing Intervention Kit connecting to the themes they are studying.

In grades 5-6 the content area materials will consist of a study of Ancient Civilizations. Students will travel back in time using the Language, Literacy & Vocabulary Reading Expedition books by National Geographic Learning. They will also study Earth Science using the same Language, Literacy & Vocabulary Reading Expedition books by National Geographic Learning. To strengthen Fluency skills students will take part in World Myths Readers Theater by Teacher Created Materials. Students will improve their writing through the use of the Time for Kids Exploring Writing Intervention Kit connecting to the themes they are studying.

### **Part C: Professional Development**

Describe the school's professional development program for Title III Immigrant Funds program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students. Description should include:

- Rationale
- Teachers to receive training
- Schedule and duration
- Topics to be covered
- Name of provider

Begin description here: Part C: Professional Development

Fast ForWord Afterschool Professional Development:

December 3, 2015-The Fast ForWord Program comes with a webinar that the two ESOL teachers will view. It is approximately 45 minutes long. After watching this webinar the teachers will input the students who will be using the program and make classes.

January 7, 2016- The ESOL teachers will meet with a representative from Fast ForWord Scientific Learning Company to discuss the progress of their students and answer and questions that they may have about the program. Discuss data and student progress.

February 4, 2016-The ESOL teachers will meet with a representative from Fast ForWord Scientific Learning Company to assist teachers in running reports on student progress and how to interpret the data.

March 4, 2016-The ESOL will facilitate their own meeting by sharing the reports they have generated and noting trends among students. Analyze the data and prepare a review of the program to share with the school community.

Saturday Academy Professional Development

Rationale: Professional Development has been designed to align teachers' instruction with the use of the SIOP Model. This model insures that all instruction occurring during the Saturday Academy will be aligned to the needs of our ELLs. Professional Development will utilize the book Making Content Comprehensible for English Learners The SIOP Model Fourth Edition, by, Jana Echevarria, Mary Ellen Vogt and Deborah J. Short. Four PD sessions will be scheduled on the following Thursdays for 2 hours each day. January 14th, February 4th and 25th, March 3rd. The PD will be lead by the Dually Licensed ENL/ESL teacher.

PD 1 January 14th -Chapters 1 and 2, Introducing the SIOP Model and Lesson Preparation

How to Prepare a SIOP Lesson and focus on content and language objectives, as well as academic vocabulary. Use a SIOP template to plan instruction for weeks one and two of the Saturday Academy.

PD 2 February 4th- Chapter 3, Building Background and Academic Vocabulary

Connect learning to students' backgrounds or use visual representation to connect to experiences. Focus on Academic Vocabulary including content and general vocabulary. Utilize word sorts, word parts, roots, affixes, four corner vocabulary charts. Use a SIOP template to plan instruction for two weeks of the Saturday Academy.

PD 3 February 25th-Chapters 4 and 5, Comprehensible Input and Strategies

Focus on creating strong content objectives and language objectives to drive instruction. Incorporating scaffolding strategies to reach all students. Use a SIOP template to plan instruction for two weeks of the Saturday Academy.

PD 4 March 3rd -Chapter 6 Interaction

Encourage activities that encourage interaction in the lesson. Differentiating Ideas for Multi-Level Classes. Design lessons that foster language development within the chosen curriculum. Use a SIOP template to plan instruction for two weeks of the Saturday Academy.

#### **Part D: Parental Engagement Activities**

Describe the parent engagement activities targeted toward parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider
- How parents will be notified of these activities

Begin description here: Parent Programs

Rationale: Our school will offer three Parent Nights that have been created to educate our Immigrant parents. Two of the Parent Nights will educate parents on the state tests that their children will take. The third Parent Night will educate parents on how to help themselves and their children to become literate through community and online resources. Parents will be notified of all the meetings through an invitation sent home to the parents in their language of preference. Each invitation will have a tear off for parents to sign up for the meetings.

The Dates and Specifics are listed below.

December 8, 2015, 6:30-8-New York State Test Information Night featuring the state ELA and Math Test Immigrant parents from grades 3-8 will be invited to attend this workshop which will provide translation services. Two Bilingual Teachers will be available to address our Spanish and Albanian Speaking Parents. One of the ENL teachers will use a power point translated into Arabic to address the Arabic parents using ELL strategies. Parents will be broken up into grade bands and immigrant parents will attend a multi grade presentation in the appropriate home language. Languages unavailable will attend the grade level of their child. This workshop can accommodate 120 parents.

February 9, 2016-NYSESLAT Parents Night 6:30-8 pm

This workshop will allow parents to see firsthand what the NYSESLAT looks like and how they can help their children prepare for the test. Immigrant parents from grades K-8 will be invited to attend this workshop which will provide translation services for parents. The four ENL teachers will be involved with this presentation assisted by two bilingual teachers of Spanish and Albanian. Parents will be broken into groups according to language preference and testing grade of their child. (K, 1-2), (3-4), (5-6),( 7-8). Power points will be available in the three major languages that we have Spanish, Albanian and Arabic along with an English presentation. Each ESOL teacher will have Powerpoints for all grade level bands of the NYSESLAT in all four languages. Bilingual teachers will support in presentations corresponding to the languages they speak. The workshop can accommodate 120 parents.

March 8,2016-ELL and Immigrant Parent Educational Outreach Night 6:30-7:30pm

This workshop is designed to inform our parents of the English language learning resources that are available in our community and online. Additionally, we hope to instill a home school connection through this workshop to encourage parent to work with their children at home on vocabualry development. We will supply parents who attend the workshop with adult picture dictionaries and child picture and content area dictionaries for them to take home. ENL teachers will also have a table available of discontinued or slightly used ESL books and workbooks for families to take home that are no longer in use in school. Gift baskets will be raffled off as well. This workshop will be limited to 60 parents of newly enrolled ELLs.

**Part D: Parental Engagement Activities**

This workshop will be run by the four ESOL teachers and two additional Bilingual teachers that speak Spanish and Albanian. Each ESOL teacher will have a power point in the major languages of our parents. The Bilingual teachers will support presentatnions corresponding to the languages they speak.

**Part E: Budget**

**FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your budget matches your plan as described in Parts B, C, and D above.

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>	9775	_____
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:               <ul style="list-style-type: none"> <li>– supplemental</li> <li>– additional curricula, instructional materials</li> <li>– clearly listed</li> </ul> </li> </ul>	2400	_____
Educational software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	<b>12175</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>11</b>	Borough <b>Bronx</b>	School Number <b>083</b>
School Name <b>The Donald Hertz School</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>Brandon Muccino</b>	Assistant Principal <b>Jennifer Lana- Etzel</b>
Coach <b>Rosemary Mecora</b>	Coach <b>Linda Collins</b>
ENL (English as a New Language)/Bilingual Teacher <b>Linda Stinga/ENL Teacher</b>	School Counselor <b>Joanne Rubino</b>
Teacher/Subject Area <b>Kristy Falotico/AIS</b>	Parent <b>PTA president-Jasmine Flores</b>
Teacher/Subject Area <b>Katie McGlynn/2nd grade</b>	Parent Coordinator <b>Ann Daly</b>
Related-Service Provider <b>Cathy Lloyd</b>	Borough Field Support Center Staff Member <b>Christy Dela Cruz</b>
Superintendent <b>Meisha Ross-Porter</b>	Other (Name and Title) <b>Lisa Schwartz/2nd Grade</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>4</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>2</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>0</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>1723</b>	Total number of ELLs	<b>263</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

### 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														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					
<b>All ELLs</b>	263	<b>Newcomers</b> (ELLs receiving service 0-3 years)	141	<b>ELL Students with Disabilities</b>	33
<b>SIFE</b>	14	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	28	<b>Long-Term</b> (ELLs receiving service 7 or more years)	13

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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	141	12	11	28	2	11	13		11	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## 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	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										
SELECT ONE										
SELECT ONE										
<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: _____
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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	5	14	15	10	15	8	17	13	12					0
Chinese		1												0
Russian														0
Bengali				1	1	1								0
Urdu	1	3			1	3	1	1						0
Arabic	6	11	19	11	1	11	12	6	9					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	2	5	5	4	7	1	5	2	5					0
Other	2	1	2	2	3	2	2	3	1					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)	5	6	10	6	8	6	5	2	5					0
<b>Emerging</b> (Low Intermediate)	2	4	5	8	4	3	1	3	4					0
<b>Transitioning</b> (High Intermediate)	4	6	5	5	4	3	4	1	2					0
<b>Expanding</b> (Advanced)	5	16	16	6	5	8	19	10	9					0
<b>Commanding</b> (Proficient)	0	3	5	3	7	6	8	9	7					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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														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	0	3	5	3	7	6	8	9	7					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	6	2	0	0
4	8	11	2	1	0
5	18	0	0	0	0
6	13	0	0	0	0
7	12	2	0	0	0
8	11	3	0	0	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	11	2	11	1	1		1		0
4	8	2	9		4		1		0
5	17		6		0		0		0
6	8		3		0		2		0
7	12	1	3	1	2		0		0
8	9		2		1		1		0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2	2	5		12	1	4		0
8	5	1	6		2		1	1	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:**

- 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.  
 Paste response to questions here. Our school uses Fountas and Pinnell to assess the reading levels of ELL students in our school four times a year. These assessments show that our Entering ELLs read on a Pre- Kindergarten Level on all grade levels. Emergent ELLs in grades K-2 read on a Kindergarten to first grade level. Emergent ELLs in grades 3-8 read on a Kindergarten to second grade level. Transitioning ELLs in grades K-2 read on a first grade level. Transitioning ELLs in grades 3-8 read on a first to second grade level. Advanced ELLs in grades K-2 read on grade level or one grade level below. Advanced ELLs in grades 3-8 read on second to sixth grade level. ELL students show marginal growth in their reading level throughout the year and most show gains of .5 of a grade level in their reading by the completion of a grade. Our long term ELLs and SWD-ELLs show .25 of grade level growth in their reading by the completion of a grade. This data shows that ELLs in grades K-2 are able to read more closely to grade level common core standards while, ELLs in grades 3-8 have a wide gap in most cases between their reading level and the common core standard reading level for their grade. By analyzing this data, our school has developed an instructional plan to offer guided reading instruction to our ELL students on their current reading level to accelerate the reading levels of ELL students. This instruction will occur within the ELA classroom 1 to 2 periods a week. :
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The data patterns across performance levels on the NYSITELL and the NYSESLAT show that the majority of our ELL students have an increase in scores from the NYSITELL to the first time they take the NYSESLAT. Students in Kindergarten made progress or stayed at the same level. There were four Beginner Kindergarten students who went up one to two levels and one reached Expanding on the 2015 NYSESLAT. Two Intermediates reached Expanding, eight students remained Advanced (Expanding) and one student reached Commanding. In the first grade, two students went from Beginner on the NYSITELL to Expanding on the NYSESLAT and three remained at the Entering level from Beginner on the NYSITELL. There were seven Expanding level students who were Advanced the prior year, six who moved up from an Intermediate level to Expanding and three Transitioning students, who had been Intermediate. One student reached Commanding. In the second grade, the students who took the NYSESLAT the first time varied in levels: one student reached Expanding from Beginner, one student reached Emerging from Beginner, one stayed at Entereing and one student went from Advanced to Transitioning. Out of the second grade students who took the 2014 and 2015 NYSESLAT, six stayed at the the

Transitioning level, four reached Expanding, one reached Emerging from Beginner and one moved from Advanced to Transitioning. There were two students who reached Commanding. In the third grade, twelve students showed no movement and six went down one level. Only one reached Commanding. In the fourth grade, seven students moved up one level to either Transitioning from Beginner or Intermediate to Expanding and two students moved to Commanding. Four students remained at Entering from Beginner. Only one student moved down a level from Advanced to Transitioning. In fifth grade, two Beginners moved to Expanding and three moved to Commanding. Seven Intermediate students moved to Expanding and nine remained Expanding from an Advanced level. No fifth graders went down any levels. In sixth grade, twelve students made progress, eight stayed at the same level, but no students went down any levels. Three sixth graders went up a levels, one Beginner reached Expanding, and one Intermediate stayed the same level. In the seventh grade, four Beginners and six Advanced stayed at Entering and Expanding levels, which shows no movement. Two Intermediates remained at an Emerging level, but nine showed growth, which included five Commanding, three beginners who went up one to two levels and one Intermediate who reached Expanding. In the eighth grade, two students reached Commanding, twelve remained at various levels, and 3 went down a level. This could be due to the fact that many of these students were Beginners who were admitted in 2013, 2014, and 2015 and many were SIFE students.

It is important to note that the majority of our students reached AMAO 1 since they made gains within their level since the previous year. Most of our students did not meet AMAO 2. The data also reveals that Entering level ELL students need to improve in all four language strands. Emerging and Transitioning level ELLs need to improve in the areas of Reading and Writing and Expanding level ELLs need to improve in the area of Writing.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Paste response to question here: Our school uses the data and information provided on the AMAO to guide instructional interventions for our ELLs. The data reveals that we need to focus our instruction on strategies that will help our ELLs reach AMAO 2. Additionally, emphasis in instruction needs to be placed on helping our Entering ELLs gain a firm basis in listening, speaking, reading and writing, accelerating Emerging ELLs progress in listening, reading and writing, enhancing reading and writing abilities in our Transitioning ELLs and explicitly teaching the writing process to Advanced ELLs. To achieve these goals we will initiate a program that encourages our ELLs to read more often and for longer periods of time with the support of an ENL teacher to use guided reading practices to teach specific strategies and skills each level of students requires instruction in.

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?

Paste response to questions here: a. Our school offers an ENL Program to our ELL students. The patterns across performance levels and grades show that the kindergarten, first, second, fourth and sixth grade students showed the most growth and the third, fifth, and the seventh grade students showed the least. In Kindergarten, ten students reached Expanding from Beginner, Intermediate, and Advanced levels. Kindergarten Reading and Writing scores went up compared to the previous year. This could be due to the new NYSESLAT Kindergarten test being geared towards only Kindergarten students. In first grade, six students reached Expanding from an Intermediate level, including one special education student. Two more student reached Expanding from a Beginner NYSITELL level. All other students in the first grade stayed at the same level but there weren't any students who dropped down performance levels. In the fourth grade, nine students went up, seven stayed at the same performance level, and only one went down (in reading and writing). In the sixth grade, twelve students went up, eight stayed the same and none went down. Students in the third, fifth and seventh grades had lower reading and writing NYSESLAT scores than the other grades. These students are also on the lower level of the NYSESLAT grade bands for testing. The test data shows that students who take the exam within the grade band for the second year are scoring higher than the lower grade student (e.g. a fifth grader scores lower in reading and writing than the sixth grader taking the same exam.) There is similar evidence within the first grade data. Even though the first grade NYSESLAT test data shows more students went up performance levels than the second grade, there were seventeen students who stayed the same level as opposed to the second grade where only seven students stayed at the same level. This shows that the second grade, which is the higher level of the testing grade band still made more progress than the first grade. Our eighth grade students who have now graduated performed comparably to our seventh graders. Twelve did not show progress, three went down and two reached commanding. Many of our eighth graders were Beginners who were admitted to in 2014 and 2015 and many were SIFE students. These factors may have affected stagnant scores.

Our ELLs in grades 3-8 who are eligible to take the NY State ELA perform at levels one and two on these tests. We had no ELLs receive a 3 on the ELA in 2015. Currently our school does not offer tests in students' home language except for the state Math and Science exams, so we have no data to compare students' knowledge of their Home Language to English. Students who took the translated versions of the Math and Science exams predominantly scored at level 1.

b. Currently our school does not give the ELL periodic assessments. However, we are planning to offer these assessments to our ELLs in the 2015-2016 school year to provide us with data to drive our instruction for our ELLs.

c. Currently our school does not offer the periodic assessments. Since we offer only an ENL program Home Language is not used in the assessment of our students.

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](#).]
- Paste response to question here: . ELL students who score below targeted performance levels on the NYSESLAT in grades K-2 and the NYSELAT and the ELA in grades 3-5 are considered for further support services. These services when provided are aligned to our school intervention plan. Students are considered based on the following criteria:
1. The number of years they have been in the ENL program with preference being given to students who have been in the program for three or more years.
  2. SIFE students who needs additional academic support will be given preference for additional services
  3. Long-term ELLs will be given a preference for additional services
  4. ENL/ESL teacher recommendation
  5. Content teacher recommendation
  6. NYSESLAT results
  7. Parent or guardian request
  8. Samples of student work in English and the Home Language will be carefully reviewed
6. How do you make sure that a student's new language development is considered in instructional decisions?
- Paste response to question here: . Students who are Spanish speakers are given the Spanish Lab to assess their language development in Spanish. For our ELLs that speak other languages we ask for student work in their home language at the initial parent/child interview. By analyzing the data that we collect from the students we carefully design instruction in English with the support of the home language level of our ELLs to foster the learning of the English language.
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: . Currently our school does not offer a DL program due to lack of parent interest. However we will carefully monitor our Parent Survey Choice Selections to see if there is a growing trend among parents for this type of program in the future.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- Paste response to question here: We evaluate the success of our ENL program for ELLs by the amount of students who reach AMAO 1 and 2. We also reference data on how ELLs meet their AYP. Our school also uses the the Reach ESL Program. We administer Benchmark Assesments in fluency two times during the school year in the winter and spring. Additionally, rubrics are used to assess students oral language, writing and portfolio assessments throughout the year. Unit tests are administered upon the completion of each unit throughout the school year. Finally, we use Fountas and Pinnell reading levels to evaluate the reading progress of our students.

## 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.
- Paste response to question here: Ms. Diana Sepp, the Pupil Accounting Secretary, will contact Ms. Stinga the ENL Coordinator when there is a new entrant to the school. Ms. Stinga assists the parent in completing the HLIS. Our school administers the HILS in appropriate languages to all new entrants arriving at our school. The HLIS identifies the home language of a student. A student is considered to have a home language other than English if a parent answers one question on Part I of the HLIS questions 1-4 and two questions on the HLIS questions 5-8 with a language other than English. If the student is identified by the HLIS as a speaker of a language other than English, Ms. Stinga conducts an interview of the parent and the child in parent's preferred language of communication. Additionally, the child will be interviewed in English. The DOE Translation and Interpretation Over-the-Phone interpretation services are used to communicate with parents of languages that Ms. Stinga doesn't speak. If it is determined, through the interview of the parent and student that the child does speak another language, an informal screening will be given to the student to assess if the student's oral and literacy skills in English are sufficient to support them in the grade they will be entering. Mrs. Stinga will make the final determination as to whether the student is administered the NYSITELL based on all the evidence provided. This process and administration of the NYSITELL and Spanish LAB (if student is Spanish) will occur within the first 10 days of the child's admittance to the school. The Spanish LAB will be given to any student whose home language is Spanish and who has already taken

the NYSITELL exam. The Spanish LAB answer document will be scanned immediately and uploaded to ATS following the administration of the test to the student.

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).

Paste response to question here: Students who have been identified as potential SIFE and have attended schools in the USA for less than twelve months and or are two or more years below grade level literacy in their home language and or two or more years below grade level in mathematics due to inconsistent schooling will be asked to submit student work within 30 days of enrollment. Ms. Stinga, the ENL Coordinator, will review the student's work. If there is no student work available, Ms. Stinga will administer The Oral Interview Questionnaire in the home language and English. The student will also complete The Literacy Evaluation for Newcomers SIFE or LENS in their appropriate language if available. SIFE status will be entered on the BNDC immediately after identification.

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).

Paste response to question here: 3.If the entering student has an IEP and a Home Language other than English, The Language Proficiency Team consisting of ENL Teacher/Coordinator, Ms. Stinga, School Bilingual Psychologist, Zenaida Rodriguez, Special Education Teacher, Cathy Lloyd and Assistant Principal, Stuart Sorell will meet the next school day after the student enrolls to determine if the student should take the NYSITELL or not due to the student's disability affecting whether the student can demonstrate proficiency in English. We use the Appendix ERPG to determine SIFE identification. The timeline that we implement to accept or reject the LPT recommendation is twenty days.

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.

Paste response to question here: Ms. Stinga, the ENL Coordinator works with Ms. Sepp, the Pupil Accounting Secretary to ensure that all HLIS are completed correctly when entering students arrive. Ms. Stinga conducts the interview process and is responsible for administering the NYSITELL when necessary. NYSITELL documents are scanned on the day that the student is tested. Results from the scanning process are reviewed by Ms. Stinga the next school day and the Entitlement and Non-Entitlement letters are sent home that same day. A copy of this signed and dated letter is placed in the child's cumulative folder when it is returned and an Electronic Copy is kept in the ENL Coordinator's office under Critical ELL Documents.

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).

Paste response to question here: Parents will be informed of their right to appeal the ELL status of their child by a written letter explaining these rights, on school letterhead that will be translated into the preferred language of communication the parent has selected. This letter will be sent home the day after enrollment or given to the parent upon the completion of the HILS Survey and the Parent/Child Interview. A copy of this letter with the Parent's signature and date on it will be kept on file in the ENL Coordinator's Office in an Electronic File Labeled Critical Documents.

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.

Paste response to question here: Parents will receive the Entitlement Letter in their preferred language the day after their child has been tested. Their Parent Orientation Meeting will be scheduled for two school days after the receipt of the Entitlement Letter to ensure Parent Survey and Program Selection Forms are completed within the allowable time frame. Orientation Meetings will be offered daily in the month of September during 8th period from 1:44-2:30. The ENL Coordinator, Ms. Stinga has a computer lab with five computers in her ESL Office/Room where she will conduct Parent Orientation Meetings. Translation and Interpretation when necessary will be accessed through the DOE Over-the-Phone Interpretation Services. Parents will watch the parent video in their preferred home language, learn about the Common Core Standards, grade level curriculum, assessments as well as complete the Parent Survey and Selection Form in their appropriate home language. All written materials will be available in the preferred language of the parent. We will also be offering Parent Tuesdays all year, where parents of newly enrolled ELLs can come in during the afterschool hours of 2:30-3:45 to have their initial Parent Orientation Meeting with Ms. Stinga. Parents of students enrolled after September will be scheduled to come for the Parent Orientation Meeting on the Tuesday after they have received the Entitlement Form. In the event that a parent is unable to meet at a specified time, a phone call will be made to the parent by Ms. Stinga, in the preferred home language of the parent to schedule a more convenient time for them to attend the meeting. Over-the phone Translation and Interpretation services will be used when Ms. Stinga can't speak the preferred language of parent.

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.

Paste response to question here: Ms. Stinga will send home the Entitlement Letter with the student the day after the student received the NYSITELL. The parent will be scheduled for the Parent Orientation Meeting two school days after the receipt of the letter in September or the next Tuesday after the letter is received after September. If the parent fails to attend the meeting, Ms. Stinga will call the parent and speak directly with the parent in their preferred language to arrange a more convenient time for the parent to have a meeting. If Ms. Stinga can't speak their preferred language Translation and Interpretation over-the-phone services will be used. In the event that a working phone number is not available and or a message left is not returned, another letter will be sent home with the student on school letterhead in the preferred language of the parent explaining the importance of selecting an ELL program for their child and learning about the curriculum and assessments their child will be experiencing this year. Copies of all Entitlement letters and follow up letters will be placed in the student's Cumulative Record folder. Documentation of the time and dates of phone calls made to contact parents will be maintained in Ms. Stinga's Office in an Electronic File labeled Critical ELL documents. Additionally, a list of parents who did not attend an Orientation Meeting will be maintained as well.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Paste response to question here: Parent Survey and Selection Forms that have not been completed are placed in a binder that is maintained in Ms. Stinga's Office in the Main Building and Ms. Mandas' room in the Annex. A list of students with unreturned/uncompleted forms will be kept in Ms. Stinga's office in a file Labeled Uncompleted Forms along with a log of attempts to contact the parent via phone and copies of all letters attempting to get the parent to complete the survey. Ms. Stinga will contact the school office and classroom teachers of these students to get updated contact information. The Default Program Placement letter will be sent home to parents who have not returned the Parent Survey, who have not contacted Ms. Stinga for an parent meeting, and parents who have confirmed but never showed up to any parent meetings.

9. Describe how your school ensures that placement parent notification letters are distributed.

Paste response to question here: After Parents have completed the Parent Survey and Selection Form, Ms. Stinga will record the parents' program choice in a school log maintained electronically in her office. In the event that a program the parent chose is not available to their child in our school, their child could be transferred to a different school where the program is available with Parent permission. Ms. Stinga will contact schools in the area which offer the program of parent choice. Students awaiting transfer will be placed in an ENL Program. After this process, Ms. Stinga will send home the Program Placement Letter two school days after the Parent Orientation Meeting. A copy of this letter will be placed in the child's cumulative record and Ms. Stinga will maintain an Electronic Copy in the ELL Folder of Critical Documents.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Paste response to question here: All original critical ELL documents are placed in the student's cumulative record folder including dated and signed copies of Home Language Identification Survey, Parent Survey and Selection Form, Program Placement Letter, Entitlement Letter (newly identified ELLs and Continued entitlement Letter (continuing ELLs)). An electronic copy will be maintained in Ms. Stinga's Office in an ELL Folder of Critical Documents.

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.

Paste response to question here: The four ENL teachers on staff Ms. Stinga, Ms. Mandas, Ms. Roos, and Miss Mandas administer the NYSESLAT. Ms. Roos administers the Speaking subtest to grades K-1. Miss Mandas administers the Speaking subtest to grades 2-4. Ms. Stinga administers the Speaking subtest to grades 5-6 and Ms. Mandas to grades 7-8. Teachers use the first several weeks to administer the Speaking subtest. The test is given one on one in ESL Classrooms. The last two weeks of the NYSESLAT are devoted to the other three sections. These sections are administered in the Library of the Main Building and Annex. Students are given the test in grade level groups following a schedule created by Ms. Stinga. The test is untimed and

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Paste response to question here: Ms. Stinga will prepare the student Continued Entitlement and Transitional support letters upon receipt of the Spring NYSESLAT scores. A copy of this letter is maintained electronically on file in her office under Critical ELL Documents. Parents are sent home the letter the first week of school and are asked to date, sign and return the letter promptly. Signed and dated letters are placed in the student's cumulative record folder.

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).

Paste response to question here: After reviewing the Parent Survey and Program Selection Form from the past few years, we find the trend to be that our parents overwhelmingly choose for their children to be placed in the ESL/ENL Program. In 2013, 89 Parents of ELLs chose ESL as their Preferred Program Selection and 1 Parent chose Bilingual as their Preferred Program Selection. In 2014, 140 Parents chose ESL as their Preferred Program selection and 3 Parents chose Bilingual as their Preferred Program Selection. In 2015, 34 Parents chose ESL as their Preferred Program Selection and we had no other programs chosen. Our school offers an ESL/ENL Program which is aligned to our parent requests. Currently, we do not have enough speakers of the same language on a grade to create Bilingual classes. We will monitor these numbers carefully to be in compliance with the Aspira Consent Decree. If we notice

different trends in our Parent Survey and Program Selection Forms we will reevaluate our program offerings to be more in line with parent requests. Data of parent requests will be maintained electronically in Ms. Stinga's Office and will be reviewed monthly.

## 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.  
Paste response to questions here: Instruction for ELLs will be delivered in the ESL/ENL Program Model. There are two components to this program the standalone ENL units and the Integrated ENL units. Our school has chosen to implement the Collaborative Teaching Model for the Integrated ENL units. ELLs have been grouped in two classes per grade in all grades except 3rd which has a population of 33 ELLs that have been placed in three classes. The students have been grouped heterogeneously by proficiency levels with Entering, Emerging and Transitioning students placed in one class to allow for ease of scheduling the Stand Alone Service. Advanced and Proficient Students were grouped in the second class. The ESL Teachers Ms. Stinga, Miss Mandas, Ms. Mandas and Ms. Roos will provide Integrated Push-in ELA/ENL service in these classrooms for the mandated amount of minutes. Stand Alone ENL Service will be provided in the ESL rooms of Miss Mandas for grades 5th - 7th, Ms. Stinga K-1st and 3rd, Ms. Mandas 2-4 and Ms. Roos 2nd and 7th -8th. Entering and Emergent students will receive Stand Alone ENL for the mandated minutes in one grade level group. Self-Contained Special Education ELLs will receive Integrated ENL/ELA through the Collaborative Teaching Model and in some cases may be Pulled-Out for Integrated ENL/ELA by a dually licensed ESL/Content Area/Common Branch Licensed teacher, Ms. Stinga K-6 or Ms. Roos 7-8.
  - b. TBE program. *If applicable.*  
Paste response to questions here: At the current time we do not have a TBE program due to not having enough students who speak the same language on a grade level. We will monitor our intake of ELL students this year monthly and if sufficient numbers of students do arise we will comply with the Aspira Consent Decree.
  - c. DL program. *If applicable.*  
Paste response to questions here: At the current time we do not have a DL program due to lack of parent interest. We will monitor our Parent Survey and Program Selection Forms for an increase in parent choice of DL programs and offer a DL program if our Parent Choice supports it.
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)?  
Paste response to questions here: Ms. Stinga is responsible for ensuring that the mandated number of instructional minutes are provided according to students' proficiency levels. For next year, ELL students have been grouped in two classes in all grades and 3 classes in grade two to facilitate the Integrated ENL/ELA units. ELLs with Entering and Emerging proficiency levels will be placed into the same class to simplify scheduling for Stand Alone ENL Service. All ESL/ENL teacher Schedules are kept on file in Ms. Stinga's office and reviewed monthly to make revisions as necessary due to incoming enrollment. In the event of a large increase of ELLs, the Principal will be notified of the need for additional ENL service providers.  
2a. Ms. Stinga has planned the ENL units of study to simplify scheduling for our ESL/ENL teachers. Entering and Emerging students will receive 1 unit of Stand-Alone ENL Instruction. Entering, Emerging, Transitioning and Expanding students will receive 1 unit of Integrated ENL/ELA service through the Push-In Collaborative Teaching Model for ELA. Commanding ELLs have been placed in ELL classes and will receive .5 units of Integrated ENL/ELA .5 units a week. ELLs placed in Self-Contained Special Education classes will receive 1 unit of Integrated ENL/ELA in either a Push-In Collaborative setting or a Pull-Out setting with a dually licensed ESL/Content/Common Branch Teacher Ms. Stinga K-6 and Ms. Roos 7-8.
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.  
Paste response here: The Stand-Alone ENL program will provide instruction in literacy specifically Listening, Speaking, Reading and Writing that will be aligned with the ELA classroom instruction and also provide students with the academic language, vocabulary and content found in texts to be read in the classroom. Literacy instruction will be built around Guiding Questions that

are interesting and complex to encourage higher level thinking skills including close reading and developing an argument. Multicultural themes will be embedded in these lessons to engage ELL students and provide a connection to their culture and experiences. Students will engage in word study and morphemic analysis to broaden their academic vocabulary. Additionally, students will focus on phonics and reading fluency so that they can easily navigate new texts. Lessons will be delivered using the SIOP model. Teachers plan for a language objective in each lesson and scaffolds are built into the lesson to support our ELLs. Strategies that we use include front loading vocabulary, vocabulary translations in the native language, building background, rereading, teacher modeling, student pairs, small group work, graphic organizers and the development of academic conversations. Finally, students will be assessed formally and informally so that teachers can plan for their students' academic needs. The Collaborative Teaching Integrated ENL/ELA Program will foster a partnership between the ELA classroom teacher and the ENL teacher to help ELL students meet the demands of the Common core Learning Standards. The ELA teacher will plan for the content area lesson and the ENL teacher will provide the linguistic support for the ELL students in that classroom. The ENL teachers will infuse the content area with SIOP strategies including incorporating a language objective, building background, native language vocabulary translation, front loading vocabulary, rereading, paraphrasing, sentence stems, graphic organizers, teacher modeling, the development of meaningful academic conversations and teaching transition words to help students organize their writing as well as rubrics. Assessments will be designed to allow all ELLs to be evaluated.

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

Paste response to question here: Since our school currently only offers an ESL/ENL Program, we do not evaluate students in their home language. If a need arises throughout the year to evaluate an ELL in their native language, we will contact the ELL Compliance Leader to find appropriate materials to evaluate the student.

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

Paste response to question here: Each ESL/ENL lesson that we provide to our ELL students incorporates the four modalities of language: listening, speaking, reading and writing. Students are informally assessed in each area on a monthly basis. Each ESL/ENL teacher creates a spread sheet of student growth based on results of these informal assessments. Assessments include oral presentations or peer discussions, answering questions from a reading passage on a CD, running records, and comprehension based questions of a reading passage and completion of writing tasks. Students will work with rubrics in all four modalities and be asked to assess themselves.

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

Paste response to questions here: 6. a. Differentiation for SIFE students requires instruction in concepts learned at least two years prior to the grade that the student is currently placed in. Our ENL Teachers look at the Common Core Standards for the grade that the students are currently in and plan an instructional program for these students that will bridge the gaps that they will have. By looking closely at the two previous grades of instruction in the areas of ELA and Math we can locate areas of instructional emphasis that will help support the students in their learning. By teaching prior skills along with grade level content, the students are better equipped to keep up with the demands of grade level instruction. Bilingual glossaries in all content areas will be used as well as the teaching of cognates.

b. Newcomer ELLs require a great deal of native language vocabulary translation in the content areas. This is provided by the use of bilingual glossaries, Picture Dictionaries and the teaching of cognates in content areas or Bilingual translation lists created by ENL teachers specific to content being taught. Front loading vocabulary, building background and the use of graphic organizers and paraphrasing are strategies that we use which are essential to the success of these students. Connecting what is learned to students' home cultures is also a strategy we implement. When available, these students are assigned a native language speaking buddy/translator. Differentiating assessments by using graphic organizers, paraphrasing the text and modifying assessments according to ELL student level enables the teachers to track growth in students.

c. Developing ELLs have a beginning foundation in English Language skills that can support them in the content areas. At this level we focus on building background and increasing students' academic vocabulary through word study, morphemic analysis and reading comprehension strategy instruction. We also work with students to build fluency and automaticity when reading so that they will be able to quickly navigate longer texts. Since Developing ELLs have strong oral language skills we focus on embedding academic language in their discussions by using sentence stems. Students are taught to specifically use academic words in their writing and to use transitions to help frame their sentences. Rubrics are used to assess students in all four language strands. Students are also responsible for self-assessment.

d. Long Term ELLs have mastered the listening and speaking of English. They have deficits in academic vocabulary that impedes their learning. These students are performing at least two years behind grade level in the areas of reading and writing. To support growth in these students we focus heavily on the development of academic vocabulary in the content areas.

Vocabulary is front loaded for these students in content area lessons. Background is built to connect students to the subject they will be learning. Word study and morphemic analysis is also taught routinely. Students are responsible for using this vocabulary orally through the use of sentence stems and during peer conversations. . Reading Fluency skills are also addressed through repeated readings of text and focusing on automaticity to develop reading speed to help these students improve their reading rate. Teacher modeling of writing assignments and the use of rubrics helps students become responsible for their own work. The use of academic vocabulary is infused throughout all four language modalities.

e. Former ELLs will now receive .5 units of Integrated ENL/ELA which will be delivered in the Collaborative Teaching Model. These students have a firm grasp of the English Language however; they may need support in the areas of academic vocabulary, reading comprehension and writing. To support these students, the ENL teacher will front load academic vocabulary that students may have difficulty with during ELA lessons. Word study and morphemic analysis will continue to be used when necessary. Reading strategies to encourage close reading of text and paraphrasing will be incorporated into lessons. Teacher modeling of writing assignments will assist students with these tasks. Providing lists of academic words and transition words to support their writing will help to improve student writing quality. Rubrics will be used to help students become responsible for their own learning.

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.

Paste response to questions here: Our school will insure that re-identified as ELL or non-ELL students have not been adversely affected by the re-identification process by reviewing these students' progress after six months. The Principal, Mr. Muccino, will be contacted by Ms. Stinga, the ENL Coordinator when the six month deadline arrives. She will organize a meeting with the student's classroom teacher, Ms. Stinga, Mr. Muccino and the Parent/Guardian of the child to discuss the student's academic process. The parent and all meeting members will receive a letter of the time and date of the meeting. A determination will be made at this meeting as to whether the child has been adversely affected by the re-identification process. The Principal, Mr. Muccino will provide additional support services as needed and may reverse the determination within the six to twelve month time frame with consultation from the Superintendent. A notice of this determination will be sent out to the parent on school letterhead in the parent's preferred language. A record of all letters sent to the parent will be placed in the child's cumulative record folder and an electronic copy of these letters will remain on file in the ENL Coordinators Office under the file ELL Critical Documents.

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?

Paste response to question here: Our ENL teachers use the SIOP Model when teaching ELL-SWD. SIOP strategies include, building background, creating comprehensible input, front loading vocabulary, use of bilingual glossaries, integration of all four language strands listening, speaking, reading and writing into the lesson, teaching of specific skills strategically are used and teacher modeling. 90% of the lesson is student engaged involving partners and small group work, and exit slips to assess students learning. The grade level material that we have available to our students is the Reach Program published by Cengage/National Geographic for grades K-8 and the Keystone Series by Pearson for Transitioning and Advanced students in grades 6-8. These programs use the SIOP Model to allow these ELLs to learn academic vocabulary and offer access to academic content supported by visuals and background knowledge to create comprehensible input for these students.

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?

Paste response to question here: ELL-SWDs will receive Collaborative ENL/ELA Instruction in their classrooms. The ENL teacher will provide accelerated language support in the four language strands: listening, speaking, reading and writing for ELA lessons and may choose to use grade level ENL resources to supplement the curriculum being taught. ENL teachers will also bridge the curriculum to the students' culture and provide background knowledge when necessary. Lessons will follow the SIOP Model. All service will be scheduled during ELA instruction to support the learning of the Common Core Standards.

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.

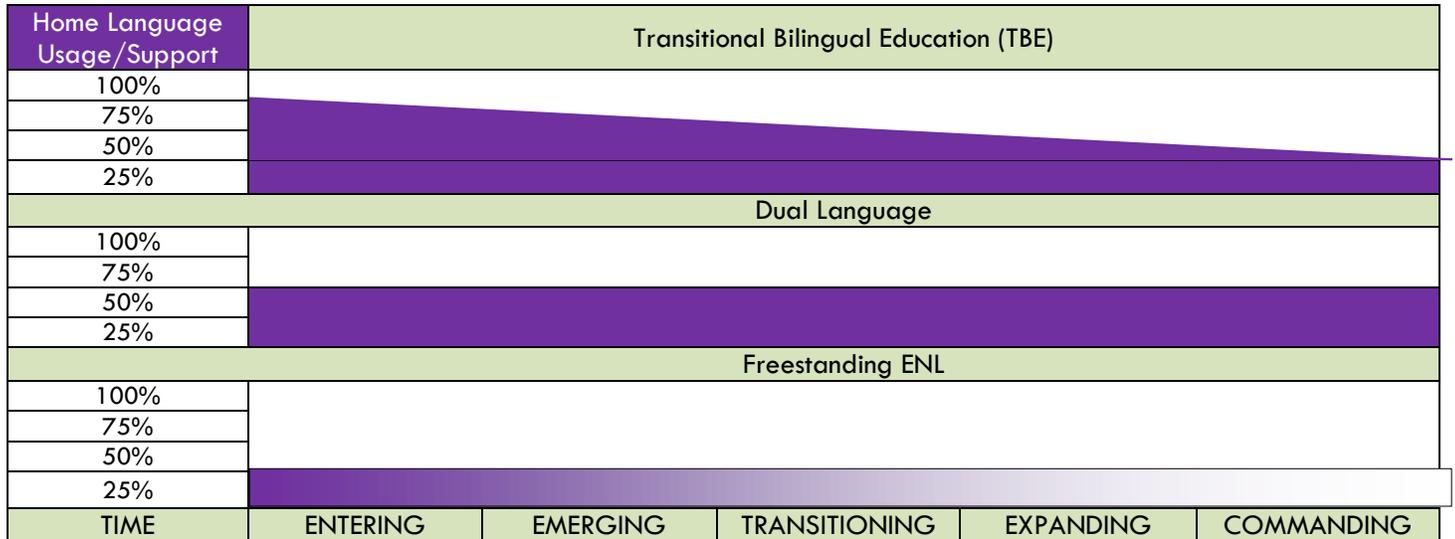


\*Note “other approved services” does not apply to New York City at this time.

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.  
Paste response to question here: ELL students will receive targeted intervention programs in ELA and Math. Our school uses the SuccessMaker Program by Pearson to target select Advanced Level ELL students in grades 3-8 who have received a 1 or a 2 on the NYS ELA and or Math Assessments. Students can be chosen to focus on just one of the intervention areas or both if needed. The SuccessMaker Program is only available in English and this is why we have chosen to use it with our Advanced level ELLs. Students are scheduled for sessions two times a week in the ENL Room in the Main building. Ms. Alejandro, a Para, supported by Ms. Stinga, the ENL Teacher/Coordinator gives one on one instruction to students who have not mastered all of the skills they were introduced to in ELA and or Math on the SuccessMaker Program. Reports are generated on a weekly basis to assess areas not mastered and individualized instruction is given on a rotating daily basis to students. A binder is kept with students' individualized instruction work. We currently do not have targeted intervention for other content areas.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Paste response to question here: The current program we use is SuccessMaker. Teachers are made aware of their ELL populations at the start of the school year by receiving a list of ELLs and their current levels. A schedule for service and SuccessMaker is incorporated into this list. The SuccessMaker program helps to systematically build vocabulary background in Math, ELA, Science and Social Studies. The program focuses on skills that are needed for each subject-ex. predicting, drawing, conclusions and summarizing. SuccessMaker has proved to be beneficial for our ELL students. Many of our Advanced level ELLs read below grade level. The SuccessMaker program has shown gains in those students reading levels. Additionally, many of our Advanced ELLs have difficulty in the areas of problem solving and keeping up with grade level math. The SuccessMaker Program works at the student's own math level and therefore enables students to strengthen math vocabulary skills they may not have grasped previously. We have also seen gains in the Advanced ELL students' math skills.
12. What new programs or improvements will be considered for the upcoming school year?  
Paste response to question here: For the 2015-16 school year we are interested in purchasing a Computer Based Programs to support out Entering and Emerging ELL population which also provides data on student progress. We are considering Fast Forward for grades K-8 which offers leveled instruction in English using a brain based proven intervention for literacy. The data collected from these programs will be used to drive lesson instruction. As our program moves to the Integrated ENL/ELA Push-In Model, we will purchase materials and trade books on appropriate reading levels that support the Ready Gen and Code X themes students will be working on.
13. What programs/services for ELLs will be discontinued and why?  
Paste response to question here: Currently, no programs will be discontinued. In the event that we need to discontinue a program, Ms. Stinga will meet with the Principal, Mr. Muccino to develop a plan to support our ELL students.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Paste response to question here: In our school, ELLs are placed in general education classes to allow them to have access to native speakers and the grade level content. ELL students who meet the requirements are also considered for advanced placement classes in eighth grade. All school programs are offered to our ELL students. Letters informing parents of afterschool and Saturday School programs are sent home in the preferred parent language to ensure that our ELL students have the same opportunity as other students.
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.  
Paste response to question here: The instructional materials that we use to support our ELLs are the Reach Program in grades K-4 for all level ELLs and the Inside Program grades 5-8 by National Geographic Learning for Entering and Emerging ELLs. These programs follow the SIOP Model and focus on students demonstrating comprehension through reading, writing, and discussion. Rich academic language is incorporated into these programs to accelerate students' vocabulary. Content in these programs is designed to represent the linguistic and cultural diversity of our ELLs. Assessment of students on a daily and unit completion basis helps to guide instruction. Reach Phonics kits are used with Entering and Emerging ELLs grades K-4 to strengthen their phonemic awareness skills. Transitioning and Advanced students in grades 6-8 are supported by the Keystone Program by Pearson. This program also uses the SIOP Model of instruction. There is a strong emphasis on building background, front loading vocabulary, reading comprehension strategy instruction and writing process instruction. The content is culturally diverse to appeal to our ELLs. Assessments are also incorporated to evaluate students and see next steps for learning. The technology program that our Advanced level ELLs use is the SuccessMaker Program by Pearson. This program is designed to be a personal tutor for each student. After an initial assessment, students work on their own level in the areas of Reading and or Math. Mastery reports are generated to determine areas that need remediation. Bilingual dictionaries and Content area language glossaries are used to support Entering, Emerging and Transitioning and Advanced ELLs in the core content areas. As we move forward with our Integrated ENL/ELA Model we will look carefully at out our programs to find lessons that are aligned to the core curriculum in ELA for each specific grade level and incorporate them into differentiated lessons for our students.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Paste response to question here: At the current time we do not offer a DL or TBE program. Home Language support for these programs will be determined as the need for them arises. Within the ENL Program we offer Home Language support through the use of Bilingual dictionaries, Picture Dictionaries and Content Area Glossaries purchased as well as provided by the State. ENL teachers also provide Home Language support through translation of academic vocabulary and the teaching of cognates.

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

Paste response to question here: Ms. Stinga, the ENL Coordinator is responsible for ensuring that students receive the required services and resources. Ms. Stinga maintains a file of all ENL Teacher Schedules in her office. She is involved with organizing the schedule for the ENL Program .Mr. Muccino will ensure that ELL students who qualify for AIS Services due to their performance on the 2015 ELA and Math State tests will receive these services from a grade level AIS provider. Resources are prepared by Ms. Stinga and other ENL teachers that service the students. Bilingual Dictionaries and Picture Dictionaries are distributed to Entering, Emerging and Transitioning ELLs in grades K-3 as well as Content Area Glossaries to all ELLs for grades 3-4 by Ms. Mandas and Ms. Stinga and Ms. Mandas and Ms. Roos in the Annex. Ms. Stinga in the Main Building distributes Bilingual Dictionaries and Picture Dictionaries to Entering, Emerging and Transitioning ELLs and Content Area Glossaries to all ELLs in grades 5-8. A list of students who receive these resources in grades K-8 is maintained in Ms. Stinga's office. Grade Level Content area glossaries are given to classroom teachers of ELLs at the start of the school year. As new students are admitted, materials will be supplied as needed.

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).

Paste response to question here: Newly enrolled ELLs are invited to the school for a parent and child interview with Ms. Stinga ENL Coordinator, Ms. Mandas or Ms. Roos the ENL teachers before the start of the next school year to determine if the child needs to be administered the NYSITELL. At this meeting parents are given a list in their preferred language of communication of community and web based resources as well as suggested books and or workbooks available to help their child gain experience in their development of English Language and core content area skills. Parents are also informed about Afterschool and Saturday School Programs that the school offers throughout the year which include the ELL Afterschool Program

19. What language electives are offered to ELLs?

Paste response to question here: Our school offers a Spanish Culture/Language Program to ELL students. This program offers our Spanish speaking ELLs the opportunity to share experiences from their culture and language. It provides the opportunity for our ELLs from non-Spanish speaking cultures to experience learning about a new culture and language.

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: At the current time we do not offer a DL program however, a program will be created if we see a parent desire for this program from the Program Selection Surveys.

## 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.)  
Paste response to question here:1. The Professional Development plan for ENL and all other Classroom and Content Area teachers of ELLs will be a series of workshops that will take place over the course of the 2015-2016 school year and each session will run 60 minutes in length on the last Monday of each month from September 2015 to March 2016. ENL teachers will provide themselves with their own professional development plan. ENL teachers will also create and provide ELL professional development for all Classroom and Content Area teachers of ELLs.
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?  
Paste response to question here: 2. Professional Development will be provided to ENL and Teachers of ELLs according to the following schedule of dates and topics to be covered:  
  
9/21/15-ENL Teachers-Examining Spring 2015 NYSESLAT Results-Teachers will examine test results to align instruction for ELLs, record student progress. Live Binders toolkit-Using NYSESLAT Data to Target Instruction for ELLs by Dr. B Moro  
9/28/15-All Teachers of ELLs-Teachers will review scaffolding strategies and examine their own use of these strategies in the classroom.-Article: The Power of Teacher Collaboration by Lily Jones, Video: Collaborating to plan a CCSS Lesson for ELLs from theteaching channel.org  
10/05/15-ENL Teachers-Introduction to Co-Teaching and Collaboration-Teachers will read an article on Collaboration and preview a video about it to plan a CCSS Lesson for ELLs, Q and A following video. Web article via Reading Rockets from the U.S. Dept. of Education: Best Practices for ELLs: Small-Group Interventions  
10/19/15-All Teachers of ELLs-Reading Interventions for ELLs-Teachers will examine common characteristics of successful reading programs and discuss way to implement best practices. Web article via Reading Rockets from the U.S. Dept. of Education: Best Practices for Ells: Small-Group Interventions  
10/26/15-ENL Teachers-Book Study: Collaboration and Co-Teaching: Strategies for English Language Learners-Chapter 2: Why is Collaboration needed?-Teacher will generate a list of challenges and solutions within the co-teaching models. Collaboration and Co-teaching: Strategies for English Language Learners by, Andrea Honigsfeld and Maria G. Dove.  
11/02/15-ENL Teachers- -Book Study: Collaboration and Co-Teaching: Strategies for English Language Learners-Chapter 7- Design for Co-Teaching (Section 1.)Teachers will discuss changes that are needed to facilitate the co-teaching model. Collaboration and Co-teaching: Strategies for English Language Learners by, Andrea Honigsfeld and Maria G. Dove.  
11/9/15-ENL Teachers-Launching the Co-Teaching Team: ENL and Administration Collaboration-Teachers will meet with an administrator and discuss the implementation of the ELL-Co-Teaching model. Collaboration and Co-teaching: Strategies for English Language Learners by, Andrea Honigsfeld and Maria G. Dove, Pg. 96.  
11/16/15-ALL Teachers of ELLs-Writing Interventions for ELLs-Teachers will review eight writing strategies in grade level groups and apply them to a current writing lesson. Web article: Considerations for ELLs-wwwlbrow.edu/academics/education-alliance/teaching-diverse-learners/strategy-1  
11/23/15-ENL Teachers--Book Study: Collaboration and Co-Teaching: Strategies for English Language Learners-When do Collaborative Teams meet? Teachers will focus on three main parts of collaboration: lesson planning, delivery, personal reflection. Teachers will generate planning pages/checklist to incorporate all three crucial areas into their co-teaching. Collaboration and Co-teaching: Strategies for English Language Learners by, Andrea Honigsfeld and Maria G. Dove, pg.122.  
11/30/15-ENL Teachers---Book Study: Collaboration and Co-Teaching: Strategies for English Language Learners Chapter 4: Essential Components of a Collaborative ESL Program-Teachers will focus on the following instructional activities: E.S.C.R.O.W. checklist and Curriculum mapping (pg. 67). Collaboration and Co-teaching: Strategies for English Language Learners by, Andrea Honigsfeld and Maria G. Dove  
12/7/15-ENL Teachers- Book Study: Collaboration and Co-Teaching: Strategies for English Language Learners Chapter 4: Essential Components of a Collaborative ESL Program: Co-Teaching Models-teachers discuss advantages and challenges of each models. These will be revisited at a future P.D.). Collaboration and Co-teaching: Strategies for English Language Learners by, Andrea Honigsfeld and Maria G. Dove  
12/14/15 All Teachers of ELLs-Writing Prompts: Making them more accessible for ELLs-Teachers will practice rewording writing prompts for ELLs. Ready-Gen and Code-x Teachers' Manuals, theteaching channel.org video-The Writing Recipe.  
12/21/15-ENL Teachers- Book Study: Collaboration and Co-Teaching: Strategies for English Language Learners Chapter 4: Non-Instructional Activities of of Co-Teaching. Teachers will read and discuss joint professional development, teacher research and preparation for joint parent-teacher conference. ). Collaboration and Co-teaching: Strategies for English Language Learners by, Andrea Honigsfeld and Maria G. Dove  
1/4/16-ENL Teachers-- Book Study: Collaboration and Co-Teaching: Strategies for English Language Learners Chapter 4: Lesson Study Teams. Teachers will read the Lesson Study Teams section of the book and watch a video about observing lessons to evaluate them and revise if necessary. Teachers will plan for peer lesson observations and feedback. Collaboration and Co-teaching: Strategies for English Language Learners by, Andrea Honigsfeld and Maria G. Dove. Video: Observing for Learning-

theteachingchannel.org.

1/11/16-ENL Teachers-Co-Teaching Observations: Collaborate with an administrator. Teachers will create an assessment for the ELL collaborative model with an administrator that will coincide with the MOSL Teacher Rating System. . Collaboration and Co-teaching: Strategies for English Language Learners by, Andrea Honigsfeld and Maria G. Dove. (Pages 172-173)

1/25/16-ENL Teachers-Revisit Co-Teaching Models. Teachers discuss challenges and solutions for prior and future instruction. Collaboration and Co-teaching: Strategies for English Language Learners by, Andrea Honigsfeld and Maria G. Dove. Video-Working together to reflect and adjust lessons-theteachingchannel.org

2/1/16-All Teachers of ELLs-diverse Learners: Meeting the needs of ELLs and all other students in your classroom. Teachers will review and discuss six differentiation strategies for ELLs. Article-Meeting the Needs of Diverse Learners. Video: Teaching Practice: Using Sentence Frames to Jumpstart Writing. Theteachingchannel.org

2/8/16-ENL Teachers-Frontloading for ELLs. Teachers will read an article about the importance of frontloading and implement strategies into lessons. Article: frontloading for ELLs: Building Concepts and Vocabulary before Reading. www.literacyspecialists.com

2/22/16 -All Teachers of ELLs-Reviewing SIOP Strategies. Teachers will view a slideshow and review the checklist of strategies. Focus will be on which strategies need to be strengthened in the co-teaching classrooms and in pull-out groups. SIOP Practice and Application M. Maehara, E. Garcia P.S.124 from livebinders toolkit

3/14/16-ENL Teachers-The Power of Two. Teachers will watch the first part of the Power of Two DVD. Topic: Co-teaching defined, essential components, 5-part framework. DVD: The Power of 2 by, Marilyn Friend.

3/21/16-ENL Teachers-The Power of Two. Teachers will watch the second half of the Power of Two. Topics: Shared System of beliefs, prerequisite skills, collaboration and classroom practice. DVD: The Power of 2 by, Marilyn Friend.

3/28/16 -ENL Teachers-The Power of Two plus 1. Teachers will meet with an administrator and view the Administrative roles and perspectives piece of the video and discuss revisions of school implementation of the model. DVD: The Power of 2 by, Marilyn Friend.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Paste response to question here: The support that we provide our staff to assist ELLs as they transition from Elementary to Middle School is provided through training and data. Classroom Teachers of ELLs will attend a PD given by the ENL Teachers to address progression levels of ELLs and how to differentiate the common core curriculum for these students at the Middle School level. Teachers of ELLs will also receive a list of the ELL students in their class with their performance level on the 2015 NYSESLAT and the number of years they have been in the program as well as any other pertinent information about the child. The date of the PD is 9/8/15. The PD Entitled ELL Descriptors and Differentiation will focus on teachers aligning the ELL students in their class to the WIDA Descriptors and learning how to differentiate for these descriptors in the content areas. Materials to be used are WIDA Descriptors grades 3-5 and 6-8 and WIDA Focus on Differentiation Part I, May 2012 WIDA Consortium.
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.

Paste response to question here: Our school makes sure that the professional development requirements as per CR Part 154 are met for teachers of ELLs and ENL teachers by coordinating Monday Afternoon and Staff Development Day PD with Mr. Muccino, the Principal and all coaches and staff developers in our school who all receive the ELL PD calendar before the start of the next school year. PD was specifically aligned to the new requirements of CR Part 154 to assure complete compliance. All attendance rosters, agendas, materials provided and meeting notes will be maintained in an electronic file in Ms. Stinga's Office named ENL/Teachers of ELLs PD 2015-16.

### 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?

Paste response to question here: 1. Our ENL teachers will offer ELL Parent Tuesdays from 2:30-3:45. All parents of ELLs will be requested to meet with their child's ENL teacher at least one time during the school year to discuss their child's language development progress, results of the NYSESLAT, child's language development in the content areas and the goals of the ENL program. Ms. Stinga and Ms. Roos speak Spanish so they will provide translation for Spanish speakers. We offer Arabic translation through an ELL parent who is fluent in both Arabic and English and have classroom teachers on staff that can assist with Albanian translation. For all other languages, The Translation and Interpretation Unit Over-the-Phone translation service will be used. A letter written in the parent's language of choice on school letterhead will be sent home to invite the parent to the meeting. Parents unable to attend on a specified day and time will be rescheduled through another letter or a phone call. In the event that the parent is unable to come to school, a phone call conference will be conducted.

2. A copy of all letters sent home will be kept on file electronically under Annual ELL Parent Meetings in Ms. Stinga's office. Additional communication needed through letters sent home to parents will also be maintained in this file. ENL teachers will create a documentation log of phone calls made to the parents inviting them to the Annual Parent Meetings and or conferences conducted by phone with the parent. These logs will include notes of what was discussed and be kept in Ms. Stinga's Office for Parents of ELLs in grades 5-8 and Ms. Stinga office for ELLs in grades K-4.
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 here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Paste response here: Our school offers many opportunities for our ELL parents to become involved in the school community. There is a PTA in our school that is very active in supporting our students and the school. The PTA meets monthly in the evening and encourages all parents to become members. We also offer ELL parents an Afterschool ENL Program. This program teaches basic English language skills to our parents.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Paste response to question here: 4. Our school is a Community Based School and we partner with the Leadership Program to offer parent workshops for our ELL parents. Workshop topics were determined by parent polls conducted at PTA meetings. Some of the workshops offered to parents were Budgeting, Resume Writing and Job Hunting, Free Things to do with your Children in the Summer, Math and Literacy Skills to help you Child Reach the Common Core Standards. These workshops were offered by Bilingual presenters when possible.

5. How do you evaluate the needs of the parents?

Paste response to question here: 5. Parents' needs are assessed by parent polls that are conducted during PTA meetings. We will also keep track of parent needs that we encounter at our Annual ELL Parent Meetings and inform the administration of any needs that arise. Furthermore, we consult the ATS Preferred Languages report on ATS to plan for Parental needs. Part III of the Home Language Survey is also used to identify the home languages of parents of ELLs and track any trends among these parents. Finally, we use students emergency cards to identify classwide language preference of parents. The Parent Coordinator uses Skedula, an online communication platform to send out welcome letters to all parents in appropriate languages when available. She also runs educational and as well as health and wellness evening parent workshops which offer translators in the languages of the parents attending. Resources and support materials provided by the DOE are distributed in appropriate languages according to need by the Parent Coordinator.

6. How do your parental involvement activities address the needs of the parents?

Paste response to question here: 6. The parental involvement activities were selected by the parent choices received through the PTA parent polling process. This process allows parents the opportunity to respond in their home language through Skedula. The workshops created are based on the direct needs of our parents (e.g. health/wellness, nutrition, babysitting services, English language classes.) The Parent Coordinator is very involved with organizing PA/PTA events and activities to engage families of all ethnic backgrounds in the school.

#### **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:

## **Part VI: LAP Assurances**

School Name: **The Donald He**

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)
Brandon Muccino	Principal		1/1/01
Jennifer Lana-Etzel	Assistant Principal		1/1/01
Ann Daly	Parent Coordinator		1/1/01
Linda Stinga	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Krisy Falotico/AIS	Teacher/Subject Area		1/1/01
Adam Cioffi/Computers	Teacher/Subject Area		1/1/01
Rosemary Mecorra	Coach		1/1/01
Linda Collins	Coach		1/1/01
Joanne Rubino	School Counselor		1/1/01
Maria Lopez	Superintendent		1/1/01
Luis Quan	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: **11X083** School Name: **The Donald Hertz School**  
Superintendent: **Ross-Porter**

### 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

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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.

1. Our school meets the identified translation needs indicated in Part B by providing translation of the documents listed to parents in their preferred language of communication in a timely manner. The school maintains class lists with parent preferred language to assist in providing the correct language of communication created by the LAC Coordinator, Ms. Stinga. Ms. Stinga determines the languages needed to be translated. Preparation for the translation of written documents occurs two months in advance of distribution. The documents are drafted in English and then given to an appropriate staff member or sent to the Translation and Interpretation Unit for translation. In our school we have several staff members who serve as written translators for most of our high incidence languages including Albanian, Spanish and Italian. The remainder of the translation is performed by the Translation and Interpretation Unit. When all translated versions of the documents are received they are copied and collated into grade level classes.

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.

The preferred languages for both written and oral communication at our school are English, Afrikaans, Albanian, Arabic, Bengali, Cebuano, Chinese, Estonian, French, Korean, Italian, Mandinka, Mossi, Philipino, Punjabi, Spanish, Ukrainian, Urdu and Vietnamese.

## Part B: Creating a Communications Calendar

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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.)

The documents that our school disseminates each year that require translation and are distributed to families are as follows:

The School Calendar –September  
The School Handbook-September  
Overview of Grade Level Curriculum-September  
Afterschool Program Invitations-September/October  
Saturday School Program Invitations-October  
Parent-Teacher Conference Announcements-September, November, March and May  
New York State Testing Dates-October/March

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.

The face-to-face meetings that our school has include:

Parent-Teacher Conferences-September, November, March and May  
ELA Curriculum Night-October  
Math Curriculum Night-October  
ELL Parent Tuesdays-on going September-May

Informal Interactions:

e-mail communication to parents  
Attendance teacher calling parents-daily  
Guidance Counselor calling parents-weekly  
ENL Teachers calling parents-weekly

## Part C: Providing Language Assistance Services

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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.

Our school meets the identified translation needs indicated in Part B by providing translation of the documents listed to parents in their preferred language of communication in a timely manner. The school maintains class lists with parent preferred language to assist in providing the correct language of communication created by the LAC Coordinator, Ms. Stinga. Ms. Stinga determines the languages needed to be translated. Preparation for the translation of written documents occurs two months in advance of distribution. The documents are drafted in English and then given to an appropriate staff member or sent to the Translation and Interpretation Unit for translation. In our school we have several staff members who serve as written translators for most of our high incidence languages including Albanian, Spanish and Italian. The remainder of the translation is performed by the Translation and Interpretation Unit. When all translated versions of the documents are received they are copied and collated into grade level classes.

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.

Interpretation needs indicated in Part B are provided in several ways. Oral translation is provided by staff members who are fluent in the following languages Albanian, Italian and Spanish. For all other languages our school contacts the Translation and Interpretation Unit for over-the-phone interpreters. E-mail communication translation in the parents preferred language of communication is provided by the Skedula online service.

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

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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.)

Our staff will be informed at a faculty meeting of the translation services provided by staff members who are fluent in the languages Albanian, Italian and Spanish and they will be educated about the over-the-phone interpretation service provided by the Translation and Interpretation Unit. The staff will receive a Translation and Interpretation Brochure e-mailed to them in September with directions to print it out and have it accessible in their room. The Translation and Interpretation phone number is posted in the office of the Annex and Main Building for all staff to refer to when contacting parents.

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

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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

Our school has visited the website and printed out the required Notifications. The Welcome poster is posted at the main entrance to our Annex and Main Building. The Parents will receive copies of the Parents' Bill of Rights, Parents' Guide to Language Access in appropriate preferred languages and the language ID Guide is at the security desk and in the offices in the Annex and the Main Buildings.

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

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

Our school will consult the data provided on the parent survey to ascertain if we can improve the Translation and Interpretation that we provide for our parents. Additionally, the ENL teachers will survey parents at ELL Annual Parent Meetings about the quality and availability of Translation and Interpretation that they have received from the school. Feedback from these surveys will be discussed with the administration and any changes necessary will be made.