



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** I.S. 162 THE WILLOUGHBY SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 32K162

**PRINCIPAL:** BARBARA DEMARTINO **EMAIL:** BDEMARTINO@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** LILLIAN DRUCK

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

| Name                  | Position and Constituent Group Represented   | Signature |
|-----------------------|--|-----------|
| Barbara DeMartinio    | *Principal or Designee   |           |
| Thomas Sherman        | *UFT Chapter Leader or Designee  |           |
| Angeles Guterrez      | *PA/PTA President or Designated Co-President   |           |
| Anna Bambina          | DC 37 Representative, if applicable  |           |
|                       | Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> ) |           |
|                       | CBO Representative, if applicable  |           |
| Elise Margolin        | Member/Teacher   |           |
| Jessica Librera       | Member/Teacher   |           |
| Patrick Browne        | Member/Assistant Principal   |           |
| Rachel Camacho        | Member/Parent  |           |
| Jacqueline Jagernauth | Member/Parent  |           |
| Sandra Diaz           | Member/Parent  |           |
| Maria Gil             | Member/Parent  |           |
| Aida Morales          | Member/Parent  |           |



## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

- By June, 2012, all teachers will have received 8 supervisory observations with feedback articulating clear expectations.

### **Comprehensive needs assessment**

After examination of data from the following sources:

- NYC Teacher Data Reports
- NYC Progress Report
- NYC Instructional Expectations

We have identified a need to strengthen teacher practice with clear, research based expectations for instruction, based on the Danielson Framework and the Professional Teaching Standards. We believe this will support teachers in their professional growth and improve teacher practice.

### **Instructional strategies/activities**

- Using the Danielson Framework and Professional Teaching Standards, we will
  - a) Design a template for formal observations and walkthroughs.
  - b) Provide feedback based on the Danielson/Professional Teaching Standards rubrics
  - c) Provide professional development to all teachers on the Danielson Framework and Professional Teaching Standards
  - d) Develop systems and structures to record and analyze observation to develop teacher professional development plans
  - e) Analyze school wide observation data for needs assessment
  - f) Assistant Principals will meet with individual teachers bi-annually to set goals from the Professional Teaching Standards/Danielson rubric based on data from observations and develop a plan of action to achieve these goals.

### **Strategies to increase parental involvement**

As outlined in our Parent Involvement Policy, in an effort to achieve this goal, we are committed to:

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- 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;

**Strategies for attracting Highly Qualified Teachers (HQT)**

- All members of our teaching staff are Highly Qualified in their subject areas.
- Any newly hired staff members will meet NCLB requirements and be Highly Qualified in their subject area.
- All teachers are given professional development and support by coaches to develop their teaching practices and instructional strategies to meet the needs of students and city, state and federal initiatives

**Service and program coordination**

In accordance with, and under NCLB, I.S. 162 complies with all federal, state and city mandates, i.e. violence prevention, nutrition, housing, Adult Education, vocational and technical education and job training.

- Positive Behavior Intervention System
- Bullying Prevention Program
- Violence Prevention Program
- Nutrition Program

**Budget and resources alignment**

- Tax Levy Fair Student Funding
- Title I 5% Set Aside

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

- By June, 2012, the total number of student suspensions and student removals will decrease by 10% over SY 2010 - 2011

### **Comprehensive needs assessment**

Examination of data from the following sources:

- NYC Teacher Data Reports
- NYC Progress Report
- Quality Review

has enabled us to identify a need to reduce the number of student suspensions. Students who were suspended from class for extended periods of time or multiple short term suspensions scored significantly lower on State Exams than their peers who remained in class.

### **Instructional strategies/activities**

- The research-based instructional strategies and activities that will be used to achieve this goal are as follows:
  - a) Realignment of supervisory staff to create an Assistant Principal of Youth Development
  - b) Create a Professional Learning Community of deans and guidance counselors to target at risk students
  - c) Develop an acknowledgement plan to celebrate student success
  - d) Provide motivational speakers to raise student self esteem and encourage positive behaviors
  - e) Counseling for at risk students provided during the extended day
  - f) Students assigned to ALPS/SAVE room will receive one period of counseling daily
  - g) Use of advisory programs – Overcoming Obstacles, GO Program and Seven Habits of Highly Effective Teens
  - h) Students returning from an alternate placement center will have a re-entry meeting with their dean and guidance counselor to provide support
  - i) Participation in the “Shifting Boundaries” Violence Prevention Project through Wellesley College

### **Strategies to increase parental involvement**

As outlined in our Parent Involvement Policy, in an effort to achieve this goal, we are committed to:

- 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;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff

person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

**Strategies for attracting Highly Qualified Teachers (HQT)**

- All members of our teaching staff are Highly Qualified in their subject areas.
- Any newly hired staff members will meet NCLB requirements and be Highly Qualified in their subject area.
- All teachers are given professional development and support by coaches to develop their teaching practices and instructional strategies to meet the needs of students and city, state and federal initiatives

**Service and program coordination**

In accordance with, and under NCLB, I.S. 162 complies with all federal, state and city mandates, i.e. violence prevention, nutrition, housing, Adult Education, vocational and technical education and job training.

- Positive Behavior Intervention System
- Bullying Prevention Program
- Violence Prevention Program
- Nutrition Program

**Budget and resources alignment**

- Tax Levy Fair Student Funding
- Title I 5% Set Aside

### ANNUAL GOAL #3 AND ACTION PLAN

#### **Annual Goal #3**

- By June 2012, 75% of all students will show a 10% increase in their Lexile scores in non-fiction reading using the Achieve 3000 program and Ed Performance/Scantron

#### **Comprehensive needs assessment**

Examination of the data in the following sources

- NYS ELA test results
- NYS Report Card
- NYC Progress Report

Has enabled us to identify a need for stronger instructional practices, especially for our SWD and ELL students. These students score far lower than their peers on standardized exams and in individual reading levels.

#### **Instructional strategies/activities**

- The research-based instructional strategies and activities that will be used to achieve this goal include:
  - a) Adjust the school program to reflect 12 periods of ELA for all students
  - b) Teacher programs will reflect 4 periods for reading, 4 periods for writing and 4 periods for study skills
  - c) CCSS unit of study – written argument will be introduced in May 2012
  - d) Use of Achieve 3000, a computerized differentiated non-fiction reading program for all SWD and ELL students
  - e) Pre and Post assessments in the Achieve 3000 program
  - f) Use of ongoing assessment to drive instruction
  - g) Instructional materials and resources will reflect the new expectations in the CCSS
  - h) Professional Learning Community ELA teams will analyze student work to strengthen instruction and learning
  - i) Communication with parents via Student Goal Sheets, Quarterly Progress Reports, In Danger of Failing Notices and Report Cards
  - j) Comprehensive test preparation units
  - k) Administer Ed Performance/Scantron Assessments to establish student baseline and measure growth
  - l) Teachers will maintain Data Notebooks to monitor student progress
  - m) ELA lesson plans will reflect differentiation of instruction
  - n) Full time Literacy coach

#### **Strategies to increase parental involvement**

As outlined in our Parent Involvement Policy, in an effort to achieve this goal, we are committed to:

- 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;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

**Strategies for attracting Highly Qualified Teachers (HQT)**

- All members of our teaching staff are Highly Qualified in their subject areas.
- Any newly hired staff members will meet NCLB requirements and be Highly Qualified in their subject area.
- All teachers are given professional development and support by coaches to develop their teaching practices and instructional strategies to meet the needs of students and city, state and federal initiatives

**Service and program coordination**

In accordance with, and under NCLB, I.S. 162 complies with all federal, state and city mandates, i.e. violence prevention, nutrition, housing, Adult Education, vocational and technical education and job training.

- Positive Behavior Intervention System
- Bullying Prevention Program
- Violence Prevention Program
- Nutrition Program

**Budget and resources alignment**

- Tax Levy Fair Student Funding
- C4E Literacy Coach
- Title III =- Early Bird Intervention Program, Saturday Program
- SIFE Grant
- Title 1 5% Set Aside
- Professional Resource Library

## ANNUAL GOAL #4 AND ACTION PLAN

### **Annual Goal #4**

- By June 2012, 80% of teachers will receive professional development on analyzing student work and applying it to their work in Professional Learning Communities

### **Comprehensive needs assessment**

After examination of data from the following sources:

- Quality Review
- New York City Expectations
- NYS Report Card
- NYC Progress Report

We have identified a need to support teachers toward success in analyzing student work, identifying areas of need, and planning for instruction.

### **Instructional strategies/activities**

- The research-based instructional strategies and activities that will be used to achieve this goal include:
  - a) Professional Development on analyzing student work provided by Network Specialists, on-line training and administrators
  - b) Implementation of protocols on examining student work
  - c) Establishing goals and framing questions
  - d) Documentation and planning notes from PLCs
  - e) Study group reading "Looking Together at Student Work" by Blythe, Allen and Powell
  - f) Teachers will use the data collected to inform lesson plans in Math and ELA
  - g) Begin to align student work with level of performance of Common Core demands for spring/fall 2012 in Math and ELA

### **Strategies to increase parental involvement**

As outlined in our Parent Involvement Policy, in an effort to achieve this goal, we are committed to:

- 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;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- 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;

**Strategies for attracting Highly Qualified Teachers (HQT)**

- All members of our teaching staff are Highly Qualified in their subject areas.
- Any newly hired staff members will meet NCLB requirements and be Highly Qualified in their subject area.
- All teachers are given professional development and support by coaches to develop their teaching practices and instructional strategies to meet the needs of students and city, state and federal initiatives

**Service and program coordination**

In accordance with, and under NCLB, I.S. 162 complies with all federal, state and city mandates, i.e. violence prevention, nutrition, housing, Adult Education, vocational and technical education and job training.

- Positive Behavior Intervention System
- Bullying Prevention Program
- Violence Prevention Program
- Nutrition Program

**Budget and resources alignment**

- Tax Levy Fair Student Funding
- C4E and Title 1 Funding – Academic Coach
- Professional Resource Library – Room 110
- Title 1 5% set aside

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

- By June 2012, all students will be engaged in at least one literacy task and one math task aligned to the CCSS

### **Comprehensive needs assessment**

- After examination of the NYC Instructional Expectations, we have identified a need to design units of study for grades 6-7-8 to meet the new learning expectations.

### **Instructional strategies/activities**

- The research-based instructional strategies and activities that will be used to achieve this goal include:
  - a) Forming a Core Curriculum Planning Team which will meet 3 hours a week for 25 weeks.
  - b) Planning and contributing resources for use in CCSS unit of study
  - c) Analyzing and comparing curricular materials
  - d) Research and implement differentiated instruction practices within the CCSS unit
  - e) Collect data from existing systems to shape curriculum
  - f) Provide professional development through network monthly meetings
  - g) Instructional specialists provided by the network will assist the Core Curriculum Planning Team
  - h) Construct a literacy unit of study for all grades consisting of a written argument based on an analysis of informational text
  - i) Construct a math unit for grades 6 and 7 based on ratios and proportional relationships
  - j) Construct a math unit for grade 8 based on expressions and equations
  - k) CCSS Planning Team will articulate their work at the Professional Learning Community Team meetings
  - l) Examine student work generated from these units and adjust teacher practice to support student development to move toward the higher expectations of the new CCSS

### **Strategies to increase parental involvement**

As outlined in our Parent Involvement Policy, in an effort to achieve this goal, we are committed to:

- 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;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

**Strategies for attracting Highly Qualified Teachers (HQT)**

- All members of our teaching staff are Highly Qualified in their subject areas.
- Any newly hired staff members will meet NCLB requirements and be Highly Qualified in their subject area.
- All teachers are given professional development and support by coaches to develop their teaching practices and instructional strategies to meet the needs of students and city, state and federal initiatives

**Service and program coordination**

In accordance with, and under NCLB, I.S. 162 complies with all federal, state and city mandates, i.e. violence prevention, nutrition, housing, Adult Education, vocational and technical education and job training.

- Positive Behavior Intervention System
- Bullying Prevention Program
- Violence Prevention Program
- Nutrition Program

**Budget and resources alignment**

- Tax Levy Fair Student Funding
- C4E and Title 1
- Title 1 5% set aside

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

|           | <b>ELA</b>                         | <b>Mathematics</b>                 | <b>Science</b>                     | <b>Social Studies</b>              | <b>At-risk Services: Guidance Counselor</b> | <b>At-risk Services: School Psychologist</b> | <b>At-risk Services: Social Worker</b> | <b>At-risk Health-related Services</b> |
|-----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
|           | <b># of Students Receiving AIS</b>          | <b># of Students Receiving AIS</b>           | <b># of Students Receiving AIS</b>     | <b># of Students Receiving AIS</b>     |
| <b>K</b>  |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>1</b>  |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>2</b>  |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>3</b>  |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>4</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>5</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>6</b>  | 66                                 | 56                                 | Varies by need                     | Varies by need                     | 10  | 0  | 0                                      | 4                                      |
| <b>7</b>  | 112                                | 94                                 | Varies by need                     | Varies by need                     | 13  | 1  | 0                                      | 0                                      |
| <b>8</b>  | 83                                 | 70                                 | Varies by need                     | Varies by need                     | 12  | 0  | 0                                      | 1                                      |
| <b>9</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>10</b> |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>11</b> |                                    |                                    |                                    |                                    |   |  |  |  |

|    |  |  |  |  |  |  |  |  |
|----|--|--|--|--|--|--|--|--|
| 12 |  |  |  |  |  |  |  |  |
|----|--|--|--|--|--|--|--|--|

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

| Name of Academic Intervention Services (AIS) | Description   |
|--|---|
| <b>ELA</b>                                   | <p>Achieve 3000 – one to one during the school day for ELLs scoring at Level 1 and 2 on the NYS ELA<br/>           Achieve 3000 is a web based differentiated literacy program that allows students to reach and exceed the appropriate level through 1:1 teaching and learning. Whole class activity, three times a week to improve vocabulary, comprehension, reading fluency and writing skills.</p> <p>Flocabulary<br/>           This program is a vocabulary enrichment program that uses modern music to teach academic vocabulary. Whole class activity and small group instruction twice weekly.</p> <p>Tutoring - small group after school for students scoring level 1 or 2 on the NYS ELA exam</p> <p>Extended time for instruction – students scoring level 1 or 2 on the NYS ELA exam or the equivalent on the NYSESLAT have an additional 160 minutes of ELA instruction each week during the school day</p> |
| <b>Mathematics</b>                           | <p>Tutoring – small group after school for students scoring level 1 or 2 on the NYS Math Exam</p> <p>Extended time for instruction – students scoring level 1 or 2 will have 120 minutes math instruction in addition to the NYS mandated 200 minutes per week</p>  |
| <b>Science</b>                               | <p>AIS in Science is offered to all students during the extended day</p>  |

|   |   |
|---|---|
| <b>Social Studies</b>                                       | AIS in Social Studies is offered to all students during the extended day  |
| <b>At-risk Services provided by the Guidance Counselor</b>  | At risk students receive very small group instruction and counseling from a school based guidance counselor who is familiar with academic and social needs and subject area work one period a week during the school day. |
| <b>At-risk Services provided by the School Psychologist</b> | At risk students receive counseling by a school psychologist who has determined the needs of the students. Counseling sessions vary.  |
| <b>At-risk Services provided by the Social Worker</b>       | Social worker is here only on an 'as-needed' basis. Currently there are no at risk students being serviced by the social worker   |
| <b>At-risk Health-related Services</b>                      | At risk students receive services from an Occupational Therapist on a weekly basis.   |

## **DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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### **PARENT INVOLVEMENT POLICY (PIP)**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;

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

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

### ***SCHOOL-PARENT COMPACT***

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

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

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

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

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

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

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

### **III. Student Responsibilities:**

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 32K162      **School Name:** I.S. 162 The Willoughby School

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic             Focused         Comprehensive

**Intervention:**     School Quality Review (SQR)             External School Curriculum Audit (ESCA)  
                          Joint Intervention Team visit (JIT)             Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

In ELA, the areas identified for improvement are:

- All Students
- SWD
- Hispanic
- LEP
- Economically Disadvantaged

Analysis of the NYS ELA Exam from May, 2011 revealed that 61% of our current sixth grade, 78% of our current seventh grade, and 83% of our current eighth grade students are functioning below proficiency level. A skills analysis indicates that our students struggle with complex text comprehension.

In Math, the areas identified for improvement are:

- All Students
- Hispanic
- LEP
- Economically Disadvantaged

Analysis of the results NYS Math Exam from May, 2011 revealed that 51% of sixth, 65% of seventh and 69% of eighth grade students are performing below grade level. Skills analyses indicate that our students struggle with the extended response questions because of their inability to read and evaluate complex text and construct adequate responses.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Interventions planned for ELA and Math to address what we view as our most pressing academic issue, improving students' ability to analyze informational/complex text to improve reading comprehension and proficiency:

- Adjust the school program to increase ELA instruction from eight 40 minute periods weekly to 12 periods of ELA for all students, 4 periods dedicated to Reading instruction, 4 periods dedicated to writing instruction and 4 periods dedicated to study skills instruction
- Provide professional development through network monthly meetings
- Use of Achieve 3000, a computerized differentiated non-fiction reading program for all SWD and ELL students
- Professional Learning Community ELA and Math teams will analyze student work to strengthen instruction and learning
- ELA and Math lesson plans will reflect differentiation of instruction
- Maintain a full time Literacy coach to be used to support teachers in providing quality instruction

- Maintain a part time Math Coach to be used to support teachers in providing quality instruction
- Professional Learning Communities will focus on looking at student work to assess and revise curriculum maps and units of study, stressing literacy across the disciplines

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### **Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
  - Professional Development on analyzing student work provided by Network Specialists, on-line training and administrators
  - School Retreat
  - CCSS Planning – Writing units of study for ELA and Math
  - PD for ELA and Math on Differentiation, Academic Vocabulary and CCSS
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

An F-Status specialist to work with staff members one on one to help teachers analyze student work in order to align units of study to meet student needs and to drive instruction
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The school will notify parents about the school's identification for school improvement by sending letters home in a language the parents can understand (to the extent possible). These Parent Notification letters will be distributed before January 31, 2012.

The Principal will submit a Principal's Attestation Form, certifying notification of parents along with a copy of the school's customized parent notification letter to the Office of School Development by Jan. 31, 2012.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

|  |                    |                         |                          |
|--|--------------------|-------------------------|--------------------------|
| Cluster Leader/Network Leader <b>Charles Amundsen/<br/>Dan Purus</b> | District <b>32</b> | Borough <b>Brooklyn</b> | School Number <b>162</b> |
| School Name <b>I.S. 162</b>  |                    |                         |                          |

### B. Language Allocation Policy Team Composition [?](#)

|  |  |
|--|--|
| Principal <b>Barbara Demartino</b>                   | Assistant Principal <b>Miriam Errico</b> |
| Coach <b>Jessica Snell/ELA Coach</b>                 | Coach                                    |
| ESL Teacher <b>Joseph Abraham</b>                    | Guidance Counselor <b>Lisa D'Angelo</b>  |
| Teacher/Subject Area <b>Aria Jimenez - ELA</b>       | Parent <b>Sandra Diaz</b>                |
| Teacher/Subject Area <b>Esther Perez - Bilingual</b> | Parent Coordinator                       |
| Related Service Provider <b>type here</b>            | Other <b>type here</b>                   |
| Network Leader                                       | Other <b>type here</b>                   |

### C. Teacher Qualifications [?](#)

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

|  |          |  |          |  |          |
|--|----------|--|----------|--|----------|
| Number of certified ESL teachers   | <b>2</b> | Number of certified bilingual teachers   | <b>1</b> | Number of certified NLA/foreign language teachers              | <b>1</b> |
| Number of content area teachers with bilingual extensions                    | <b>2</b> | Number of special education teachers with bilingual extensions   | <b>0</b> | Number of teachers of ELLs without ESL/bilingual certification | <b>0</b> |
| Number of teachers who hold both a bilingual extension and ESL certification | <b>1</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>0</b> |  |          |

### D. School Demographics

|                                    |            |                      |           |   |               |
|------------------------------------|------------|----------------------|-----------|---|---------------|
| Total number of students in school | <b>535</b> | Total Number of ELLs | <b>98</b> | ELLs as share of total student population (%) | <b>18.32%</b> |
|------------------------------------|------------|----------------------|-----------|---|---------------|

## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

#### PART II: ELL IDENTIFICATION PROCESS

1. At registration, all parents/guardians of newly enrolled students who are possible ELLs are assisted with the completion of the Home Language Information Survey (HLIS) and registration forms. An informal interview of the parent and of the potetial ELL in English and/or the home language is conducted by the Assistant Principal for ESL, who is bilingual (English/Spanish). Over-the-phone translation services of the Translation & Interpretation Unit of the DOE are used for low-incidence languages. The Assistant Principal for ESL also administers the LAB-R (if necessary) within 10 days of students' arrival. A hand-scoring of the LAB-R is conducted and results maintained in the Hand-scoring Notebook.

If the student is a Spanish speaker and does not test-out on the LAB-R, the Spanish LAB is then administered. The Spanish LAB is hand-scored and results are maintained in the Hand-scoring Notebook. The LAB-R and Spanish LAB answer documents are delivered in separate testing envelopes to 131 Livingston Street. This process is repeated monthly.

If a student is identified as an ELL and a possible SIFE, the ALLD (Academic Language & Literacy Diagnostic) is administered as soon as possible. This may take a couple of days to finish. The results of the ALLD is scored online and the student's SIFE label will be identified on the BESIS Report.

The Assistant Principal is fully bilingual (English/Spanish), has taught ESL for 15 years, and supervises the Freestanding ESL program as well as the administration of the LAB-R, Spanish LAB, and the NYSESLAT.

The Assistant Principal for ESL is responsible for making sure that all ELLs are identified. The RLAT, RLER, and other ATS reports as well as ARIS and SESIS are utilized to identify all ELLs. The Assistant Principal for ESL works with the I.E.P. teacher and the CSE to identify Special Education students who require ESL services.

All identified ELLs are required to take the yearly NYSESLAT. The RLER lists all ELLs eligible to take the NYSESLAT and the LAB-R. The Assistant Principal for ESL supervises the administration of the NYSESLAT. Letters in English and the home language are sent home to inform parents about the NYSESLAT. A Parent Meeting to introduce/review the NYSESLAT is provided yearly for all ELL parents. Oral translations are provided in the home languages for the parents as needed. All necessary data needed to fill out the NYSESLAT answer documents is secured by the Assistant Principal for ESL. The Assistant Principal for ESL works with the Testing Coordinator to order the necessary number of NYSESLAT testing materials, to set the testing dates for the Listening, Reading, and Writing portions of the test, to check that NYSESLAT answer documents are properly filled out, and to ensure all ELLs are duly tested, including testing accommodations. Testing dates for the four sub tests of the NYSESLAT are arranged by following the directions from the State and DOE regarding the window for testing. The Speaking subtest is administered first. The start date is indicated in the testing memorandum. The Speaking portion of the test is administered by the three (3) ESL teachers that provide ESL services. The Listening, Reading, and Writing portions of the NYSESLAT are administered by the three certified ESL teachers that provide ESL services and by other certified content area teachers who service ELLs all year round.

2. The process we follow to ensure that all parents/guardians understand all three program choices within the Department of Education

(Transitional Bilingual, Dual Language, Freestanding ESL) is as follows: Every year a written notice is sent to parents of ELLs about the available programs for their child. The Assistant Principal for ESL and the Parent Coordinator reach out to parents by phone to ensure that parents are aware of the choices they have so they can make the best possible choices to meet their children's educational needs. The Assistant Principal for ESL works with the Pupil Secretary to register possible ELL entrants. Parents/Guardians and child are interviewed in the home language to identify needs. Parents are then informed of the three possible program models available within the NYC Department of Education - Transitional Bilingual, Dual Language, and Freestanding ESL. This information is provided in the parent/guardian's home language. Translations for low incidence languages are provided by on-the-phone translations available through the Translation & Interpretation Unit of the DOE.

We offer parents/guardians the opportunity to make an appointment, at their convenience, to come in and view the Orientation DVD before they choose the program type they want for their English language learner. Parents/guardians are also offered the DVD to take home and view before they make their choice. It has been our experience, however, that parents prefer 100% of the time, to make their choices at the time of registration. If the parent's choice is not available at our site, we inform them that they may choose to go to the District's Registration Center, where they will be provided with a school that offers the program they want for their child. Parents are also informed that it is the policy of the DOE that if there are 15 or more requests for a bilingual program on a grade or on contiguous grades, a bilingual program will be created. We maintain a list of parents/guardians that are interested in a bilingual program for their child, but have chosen to stay at our site. The Assistant Principal for ESL keeps track of these requests in order to guarantee that we are meeting the parents' choices. Information about the programs available is disseminated during PTA/PAC meetings as well as monthly ELL Parent Meetings. The Assistant Principal for ESL and the Parent Coordinator collaborate on this initiative to ensure that parents' requests are being served. Parents/Guardians receive an Entitlement Letter and a Survey and Program Selection Form once their child has been identified as a possible ELL. A Placement Letter is sent to the Parent/guardian once the student has been administered the LAB-R and has scored below proficiency. If the student scores at or above proficiency on the LAB-R, a Non-Entitlement Letter is issued to the parent/guardian.

3. Parents/Guardians are notified within 10 days of students' arrival of the results of the LAB-R through an Entitlement or Non-Entitlement letter. Home language translations are provided. The Assistant Principal for ESL manages the distribution of the entitlement letters. Copies are maintained in the ELL Compliance Binder. The Parent Survey and Program Selection, as per CR Part 154, is filled out and collected by the Assistant Principal for ESL. The original copy is placed in the student's cumulative file and a copy is placed in the ELL Compliance Binder.

4. At IS 162 we offer a free-standing ESL Program for all ELLs. ELLs are placed by grade level. The program is described to the possible ELLs and their parents/guardians at the time of registration. There is one (1) Bilingual Special Education self-contained class. However, we do not place these ELLs. The Office of Special Education Services arranges these placements.

5. The trend in the program choices has been that 100% of parents have chosen to place their ELLs in our Free-standing ESL Program. Parents of ELLs who have been serviced in ESL programs and newcomer parents overwhelmingly choose to stay at our site in the Free-standing ESL Program. A yearly list of parents/guardians who have chosen to stay in our Free-standing ESL Program, but are interested in a possible Bilingual Program for their children, is maintained by the Assistant Principal for ESL. Trends in Parent Choice are considered when working on the CEP, LAP, and the Title III Programs for ELLs.

6. The program model offered at IS 162 is aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

|                       |                                      |                          |                               |
|-----------------------|--------------------------------------|--------------------------|-------------------------------|
| Dual language program | Yes <input checked="" type="radio"/> | No <input type="radio"/> | If yes, indicate language(s): |
|-----------------------|--------------------------------------|--------------------------|-------------------------------|

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

| ELL Program Breakdown  |   |   |   |   |   |   |   |   |   |   |    |    |    |        |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|--------|
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | To t # |
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) |   |   |   |   |   |   |   | 1 |   |   |    |    |    | 1      |
| <b>Dual Language</b><br>(50%:50%)  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0      |
| <b>Freestanding ESL</b>  |   |   |   |   |   |   |   |   |   |   |    |    |    |        |
| <b>Self-Contained</b>  |   |   |   |   |   |   | 0 | 0 | 0 |   |    |    |    | 0      |
| <b>Push-In</b>   |   |   |   |   |   |   | 1 | 1 | 1 |   |    |    |    | 3      |
| <b>Total</b>   | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 0 | 0  | 0  | 0  | 4      |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |    |                               |    |
|-----------------------------|----|--|----|-------------------------------|----|
| All ELLs                    | 98 | Newcomers (ELLs receiving service 0-3 years) | 32 | Special Education             | 36 |
| SIFE                        | 26 | ELLs receiving service 4-6 years             | 21 | Long-Term (completed 6 years) | 45 |

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 special education. [?](#)

| ELLs by Subgroups |                  |           |                   |                  |          |                   |                                    |          |                   |           |
|-------------------|------------------|-----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|-----------|
|                   | ELLs (0-3 years) |           |                   | ELLs (4-6 years) |          |                   | Long-Term ELLs (completed 6 years) |          |                   | Total     |
|                   | All              | SIFE      | Special Education | All              | SIFE     | Special Education | All                                | SIFE     | Special Education |           |
| TBE               | 5                | 0         | 5                 | 1                | 0        | 1                 | 3                                  | 0        | 3                 | 9         |
| Dual Language     | 0                | 0         | 0                 | 0                | 0        | 0                 | 0                                  | 0        | 0                 | 0         |
| ESL               | 27               | 20        | 7                 | 20               | 5        | 11                | 42                                 | 0        | 23                | 89        |
| <b>Total</b>      | <b>32</b>        | <b>20</b> | <b>12</b>         | <b>21</b>        | <b>5</b> | <b>12</b>         | <b>45</b>                          | <b>0</b> | <b>26</b>         | <b>98</b> |

Number of ELLs in a TBE program who are in alternate placement: 2

### 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 |
| Spanish  |   |   |   |   |   |   |   | 9 |   |   |    |    |    | 9     |
| Chinese  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Russian  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Bengali  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Urdu   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |

**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    |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Arabic       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Haitian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| French       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Yiddish      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other        |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b> | <b>0</b> | <b>9</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>9</b> |

**Dual Language (ELLs/EPs)**

**K-8**

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

|              | K        |          | 1        |          | 2        |          | 3        |          | 4        |          | 5        |          | 6        |          | 7        |          | 8        |          | TOTAL    |          |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
|              | EL<br>L  | EP       |
| Spanish      |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Chinese      |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Russian      |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Haitian      |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| French       |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Other        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

**Dual Language (ELLs/EPs)**

**9-12**

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

|              | 9        |          | 10       |          | 11       |          | 12       |          | TOTAL    |          |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
|              | ELL      | EP       |
| Spanish      |          |          |          |          |          |          |          |          | 0        | 0        |
| Chinese      |          |          |          |          |          |          |          |          | 0        | 0        |
| Russian      |          |          |          |          |          |          |          |          | 0        | 0        |
| Korean       |          |          |          |          |          |          |          |          | 0        | 0        |
| Haitian      |          |          |          |          |          |          |          |          | 0        | 0        |
| French       |          |          |          |          |          |          |          |          | 0        | 0        |
| Other        |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_ Asian: \_\_\_\_ Hispanic/Latino: \_\_\_\_  
 Native American: \_\_\_\_ White (Non-Hispanic/Latino): \_\_\_\_ Other: \_\_\_\_

**Freestanding English as a Second Language**

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

|              | K        | 1        | 2        | 3        | 4        | 5        | 6         | 7         | 8         | 9        | 10       | 11       | 12       | TOTAL     |
|--------------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|----------|----------|----------|----------|-----------|
| Spanish      |          |          |          |          |          |          | 21        | 49        | 26        |          |          |          |          | 96        |
| Chinese      |          |          |          |          |          |          |           |           |           |          |          |          |          | 0         |
| Russian      |          |          |          |          |          |          |           |           |           |          |          |          |          | 0         |
| Bengali      |          |          |          |          |          |          |           |           |           |          |          |          |          | 0         |
| Urdu         |          |          |          |          |          |          |           |           |           |          |          |          |          | 0         |
| Arabic       |          |          |          |          |          |          | 1         |           |           |          |          |          |          | 1         |
| Haitian      |          |          |          |          |          |          |           |           |           |          |          |          |          | 0         |
| French       |          |          |          |          |          |          |           |           |           |          |          |          |          | 0         |
| Korean       |          |          |          |          |          |          |           |           |           |          |          |          |          | 0         |
| Punjabi      |          |          |          |          |          |          |           |           |           |          |          |          |          | 0         |
| Polish       |          |          |          |          |          |          |           |           |           |          |          |          |          | 0         |
| Albanian     |          |          |          |          |          |          |           |           |           |          |          |          |          | 0         |
| Other        |          |          |          |          |          |          |           |           | 1         |          |          |          |          | 1         |
| <b>TOTAL</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>22</b> | <b>49</b> | <b>27</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>98</b> |

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

## **A. Programming and Scheduling Information**

Paste response to questions 1-7 here

ART IV: ELL PROGRAMMING

Paste response to questions 1-4 here

### **1. HOW INSTRUCTION IS DELIVERED**

#### **A. ORGANIZATIONAL MODELS:**

Our organizational model for the Free Standing ESL Program is departmentalized. All ELLs receive a printed schedule of classes to follow, including their ESL classes. ELLs travel together as a class. The grouping is heterogeneous by grade. Special Ed ELLs from CTT and Self-contained classes are "pulled out" for ESL services. All ELLs are serviced by licensed ESL teachers.

The Bilingual Special Ed Program's organizational model is self-contained except for ESL. ESL services are provided by a licensed ESL teacher. These ESL classes are blocked into their schedules. The Bilingual Special Ed ELLs travel to another classroom on the same floor for ESL services. All Bilingual Special Ed ELLs receive a printed schedule of classes including ESL. A licensed ESL teacher provides ESL services.

#### **B. PROGRAM MODELS:**

The ESL Freestanding Program is in the form of a Thematic ESL Curriculum. The ELLs are of mixed levels by grade. The language used is English. However, supports in the home languages are provided in the form of bilingual dictionaries, bilingual glossaries, and technology translation supports. Home language titles are included in the class libraries. ESL strategies, scaffolds, and differentiated instruction are used to support the learning.

In the Special Ed Self-contained Bilingual class, a self-contained model is used. The languages used are English and Spanish. All ELLs in the Bilingual Self-contained Program have Spanish as their Home Language. The Special Ed ELLs are of mixed levels. Their IEPs have recommended they be placed in a Bilingual class. Here, all content area materials are available in both languages. Bilingual dictionaries and bilingual glossaries are used as well as a bilingual class library. Instruction is delivered in English with Spanish supports. This is a 12:1:1 class setting. There is a bilingual paraprofessional to support the learning as needed. The goal is to develop English literacy while affording students with special needs the home language support they need to process the learning. The IEP for each student is the basic blueprint that guides teacher planning. Tasks are differentiated by readiness levels, ability, and language (as needed). Scaffolds, such as: graphic organizers, cooperative learning activities, interactive activities using the Smart Board, visuals, repetition, modeling, and demonstrations are provided in both languages as needed.

### **2. ORGANIZATION OF STAFF**

Teachers of ELLs are provided with a program schedule created by the Programmer in conjunction with the Assistant Principal for the ESL Department that ensures that ELLs in the Freestanding ESL Program, Special Ed ELLs, and ELLs in the Bilingual Self-contained Program receive the mandated number of instructional minutes according to proficiency levels. Duration of periods is about 42 minutes each. Therefore, in order to ensure that ELLs receive appropriate minutes of service in the Free-standing ESL Program, ELLs are scheduled for nine (9) periods per week. In the pull-out program for Special Ed ELLs, Beginners and Intermediate ELLs are provided with 9 periods of ESL, while Advanced ELLs are provided with five (5) periods of ESL. Additional minutes are allocated through reading informational texts in English in Science and Social Studies classes.

A. Beginner and Intermediate ELLs receive are to receive 360 minutes of ESL services per week. Advanced ELLs are to receive 180 minutes of ESL services per week and 180 minutes of ELA per week. The Bilingual Special Ed self-contained class are to receive 360 minutes of ESL for Beginners and Intermediate ELLs, and 180 minutes of Native Language Arts. Advanced ELLs are to receive 180 minutes of ESL instruction and 180 minutes of NLA instruction. The required minutes of ESL services are met.

### **3. DELIVERY OF CONTENT AREA INSTRUCTION**

All programs at I.S. 162 use the "Workshop Model". This includes a "Do Now", a "Mini-lesson", the "Work Period", and the "Share". Clear and explicit agendas are expected as well as explicit explanations and modeling of the targeted learning skills and tasks.

All students are serviced by a licensed content area teacher. All classrooms are equipped with a Smart Board, and all students have a access to personal laptops. Professional development in all content areas is provided throughout the year. Content area teachers who service ELLs are provided with professional development in ESL strategies. Every year, two (2) content area teachers that service ELLs are trained in QTEL. All teachers who service ELLs use explicit modeling, repetition, cooperative learning activities, and focus on academic language development. Instruction is differentiated by readiness, levels of English literacy, and abilities. All content teachers work collaboratively in the Professional Learning Community teams to interface with the ESL teachers, who share "best practices" and information about the ELLs that will support the learning in all content areas.

The Freestanding ESL Program employs a Standards-based Thematic Curriculum. This curriculum mirrors the ELA curriculum. This

## A. Programming and Scheduling Information

approach serves to give ELLs much needed support in English literacy development and in academic language development. ESL teachers plan together to develop a thematic curriculum that focuses on answering an "essential question". Backward planning is used to create a

### Native Language Usage and Supports

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

| Native Language Usage/Support   | Transitional Bilingual Education (TBE) |              |          |
|---|--|--------------|----------|
| ESL teachers use data from NYSESLAT, ELA, Math, and Grade Social Studies and Science assessments as well as a running record, a "quick write", and an oral assessment to create a comprehensive profile on the strengths and weaknesses of ELLs. The classes are in English with home language supports in the form of bilingual dictionaries, bilingual picture dictionaries, and technology resources.  |  |              |          |
| Teachers use scaffolds: graphic organizers, pictures, charts, videos, hands-on activities, cooperative learning strategies, and technology resources to make content comprehensible to ELLs.  |  |              |          |
| Native Language Usage/Support   | Dual Language                          |              |          |
| Achieve 3000 is integrated into the ELA Program for ELLs. This is a standards-based differentiated literacy program that serves to build reading and writing stamina. ELLs move from one level to the next as they follow the 5-step protocol. Assessments are part and parcel of the program. A monthly report provides data that the ELA teacher uses to assess ELLs progress to target weak skills in the ELA classroom. This program focuses on informational text. The Extended Day program provides support for |  |              |          |
| support that will help ELLs to understand content, build vocabulary, develop reading, writing, and math skills.   |  |              |          |
| Native Language Usage/Support   | Freestanding ESL                       |              |          |
| The Special Ed Self-contained Bilingual Program is serviced by a certified Bilingual (English/Spanish) teacher. Instruction is in English with Spanish supports. A bilingual paraprofessional works with the bilingual teacher in order to support students who need one-to-one instruction. Materials and tasks are differentiated according to the student's ability level. The bilingual teacher provides ESL  |  |              |          |
|   |  |              |          |
| TIME  | BEGINNERS                              | INTERMEDIATE | ADVANCED |

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

The Bilingual Program mirrors the ELA curriculum. Literacy skills developed in the ELA class transfer to the other content areas and to ELA and ESL classes. ELLs in this self-contained program travel to another classroom for ESL instruction. A licensed ESL teacher provides ESL instruction that follows the Thematic Curriculum for regular ELLs.

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

### 8. TARGETED INTERVENTION PROGRAMS FOR ELLS

The Title III Saturday Academy for ELLs targets Newcomers with 0-3 years of ESL services, ELLs with 4-6 years of ESL services, and Long-term ELLs with 6 or more years of ESL services who need remediation with ESL/ELA and mathematics. This program runs from November through May, Saturdays 9:00 A.M. to 12:00 P.M. ESL is delivered in English with ESL and ELA strategies by a licensed ESL teacher and L1 support is provided as needed. Math is delivered by a certified Math/Bilingual teacher. Classes are in English with Spanish support.

The Title III Newcomers Program targets recent arrivals that have little or no English. The program focuses on remediation in ESL. ESL is delivered in English with ESL strategies. This program runs from November through May, Tuesdays, and Wednesdays 7:25 AM to 8:10 AM, and Saturdays, 9:00 A.M. - 12:00 P.M.

The Title III Saturday Academy for ELLs targets the needs of all ELLs. There is an ESL/ELA class. One period targets the needs of Beginner ELLs, a second period targets the needs of Intermediate and Advanced ELLs. There is a Math class for Beginners that uses English and Spanish as needed, and a second period for Intermediate and Advanced ELLs that uses mostly English with some Spanish language support. The Math teacher is a licensed Biligual Math teacher who differentiates by grades and by language proficiency.

## A Programming and Scheduling Information

## B. Programming and Scheduling Information--Continued

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Achieve 3000, a computerized literacy-based program is used in the ELA classes for ELLs to develop reading and writing stamina and skills. This program is used two days a week for 90 minute blocks and is aligned with the new Common Core State Standards. The language of the program is differentiated by needs. Beginners and SIFE use Spanish, while Intermediates and Advanced ELLs use English.

A SIFE Grant that targets the needs of SIFE and LTEs (Long-term ELLs) provides intensive interventions in reading, writing, academic language development, and background knowledge in all content areas. The SIFE use RIGOR in English to develop literacy, while the LTEs use informational Science texts to research and write a Science-based project. This program meets on Tuesday and Wednesday, 3:30 P.M. to 4:30 P.M. and on Saturdays 9:00 A.M. to 12:00 P.M., November through May.

For ELA, Math, Social Studies, and Science, targeted interventions are provided to all students. Beginner ELLs and SIFE are placed in with teachers who can meet their language needs. Several teachers who speak Spanish work with Beginner and SIFE ELLs during the Extended Day Program to target the areas that need remediation. Parent outreach is done throughout the year to make sure that parents of ELLs register their children in the different intervention programs available to ELLs.

### 9. TRANSITIONAL SUPPORT (2 YEARS) FOR ELLS REACHING PROFICIENCY

Former ELLs are identified. An ongoing list of Former ELLs is maintained and teachers are informed. Former ELLs are provided with testing accommodations for all State assessments. Bilingual Glossaries are distributed in the beginning of the year and content area teachers are advised to train the Former ELLs on how to use them. They are allowed to use a word-to-word Bilingual Dictionaries Bilingual Glossaries in Math, Social Studies, and Science. These supports are used throughout the year and during the State assessments.

### 10. NEW PROGRAMS CONSIDERED FOR THE UPCOMING SCHOOL YEAR

A SIFE Grant for SIFE and Long-term ELLs targets the needs of both groups. The programs focuses on ESL/ELA and math skills and the preparation of ELLs for the ELA, NYSESLAT, and Math assessments. The SIFE Grant program runs from November thru May during our Saturday Academy for ELLs. Here two classes will target SIFE ELLs and LTEs (Long-term ELLs). RIGOR will be used to remediate for reading, writing, and to build background knowledge for SIFE. LTEs will participate in a project-based literacy program where ELLs will create their own science informational books. They will apply the skills of reading, writing, researching, note-taking, collaboration, and higher-order thinking and immerse themselves in real-life science news and a variety of science books and magazines.

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IS 162 is participating in a differentiated instruction program for ELLs called "Learning Village". This will be our second year of participating in a pilot program that supports content area teachers who service ELLs. A myriad of differentiated resources including

## A. Programming and Scheduling Information

SWDs in the Special Ed Self-contained Bilingual Program are serviced in a program that targets their needs, according to their

## C. Schools with Dual Language Programs

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

## D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here Paste response to questions 1-3 here

1. All teachers of ELLs are provided with ESL Professional Development. The following Professional Development Plan for teachers who service ELLs for the year 2011-2012 is as follows:

- Looking at ELLs' Work to Identify Needs
- Differentiating Instruction for ELLs
- Strategies for Developing Academic Language
- Scaffolding Instruction for ELLs
- Cooperative Learning - Making the Learning Interactive
- Hands-on Activities for ELLs

Professional Development is provided by the Assistant Principal of the ESL Department, ESL Teachers, ELA Literacy Coach, and other administrators.

A weekly ESL Tip goes out to all teachers of ELLs via email. These are brief and user-friendly email attachments that are meant to support teachers of ELLs.

ESL professional development is presented to all staff including paraprofessionals, guidance counselors, psychologists, occupational/physical therapists, speech therapists, secretaries, and the parent coordinator during monthly staff meetings, Election Day, Brooklyn/Queens Day, and other assigned professional development days.

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## Courses Taught in Languages Other than English

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

### E. PARENT INVOLVEMENT

1. A monthly PTA/PAC meeting is held. The Assistant Principal for the ESL Department collaborates with the PTA and the Parent Coordinator to plan these meetings. A general invitation is put out to all parents. Notices go out to parents in English and the

| Class/Content Area  | Language(s) of Instruction | Class/Content Area | Language(s) of |
|---|----------------------------|--------------------|----------------|
| <b>E. Parental Involvement</b>  |                            |                    |                |
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| <b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b> |                       |                       |                      |
|---|-----------------------|-----------------------|----------------------|
|   | <b>Beginning</b>      | <b>Intermediate</b>   | <b>Advanced</b>      |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154               | 360 minutes per week  | 360 minutes per week  | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154               |                       |                       | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts                            | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day   |

| <b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b> |                      |                      |                      |
|--|----------------------|----------------------|----------------------|
|  | <b>Beginning</b>     | <b>Intermediate</b>  | <b>Advanced</b>      |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154                | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154                |                      |                      | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts                             | 45 minutes per day   | 45 minutes per day   | 45 minutes per day   |

| <b>Native Language Usage and Supports</b>  |  |
|--|--|
| The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero. |  |
| Native Language Usage/Support  | Transitional Bilingual Education (TBE) |
| 100%   |  |
| 75%  |  |
| 50%  |  |

## B. Programming and Scheduling Information--Continued

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17. What language electives are offered to ELLs?

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### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
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1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here Paste response to questions 1-3 here

1. All teachers of ELLs are provided with ESL Professional Development. The following Professional Development Plan for teachers who service ELLs for the year 2011-2012 is as follows:

- Looking at ELLs' Work to Identify Needs
- Differentiating Instruction for ELLs
- Strategies for Developing Academic Language
- Scaffolding Instruction for ELLs
- Cooperative Learning - Making the Learning Interactive
- Hands-on Activities for ELLs

Professional Development is provided by the Assistant Principal of the ESL Department, ESL Teachers, ELA Literacy Coach, and other administrators.

A weekly ESL Tip goes out to all teachers of ELLs via email. These are brief and user-friendly email attachments that are meant to support teachers of ELLs.

ESL professional development is presented to all staff including paraprofessionals, guidance counselors, psychologists, occupational/physical therapists, speech therapists, secretaries, and the parent coordinator during monthly staff meetings, Election Day, Brooklyn/Queens Day, and other assigned professional development days.

The Professional Learning Community provides another source of professional development for all staff. Here ESL teachers share ESL and QTEL strategies with other teachers. This year our focus is looking at student work. ESL teachers bring their knowledge and experience to the Professional Learning Community and serve as "go-to" personnel for teachers who service ELLs in the content areas.

2. Teachers of 6<sup>th</sup> grade ELLs are invited to attend our 6<sup>th</sup> grade Orientation Meeting before school begins. Here all staff members are introduced to incoming students. Each staff member explains what they do and how they can help the new entrants. A special time is dedicated to parents/guardians and ELLs in another room. Here, the Assistant Principal for ESL explains the ESL Program to all. A Question & Answer period is provided.

All staff members are supported by school leadership and Guidance Counselors in order to help ELLs transition from Elementary School to Middle School. Students are gathered in the Auditorium before lunch every day. The Assistant Principal, the Guidance Counselor, and the Dean, work with students for a short advisory in efforts to ensure that ELLs and other students transition into Middle School appropriately. A variety of topics related to life in the Middle School are expounded upon, i.e. attendance, homework, extended day services, and other remediation programs available.

The 8<sup>th</sup> grade Guidance Counselor works with the Assistant Principal for ESL to meet with 8<sup>th</sup> grade ELLs in order to help them transition into high school. Several meetings are held to guide 8<sup>th</sup> grade ELLs through the choosing of an appropriate High School and filling out the High School applications. Other Meetings include topics related to: the differences between Middle School and High School, what the expectations are for High School academic performance, the Regent Exams, and College Readiness.

3. All staff are included in professional development for ESL strategies during special PD days. This includes paraprofessionals, guidance counselors, psychologist, occupational/physical therapists, speech therapists, secretaries, and parent coordinator. Workshops for all staff is provided during Staff Meetings, Chancellor's PD days, Election Day, and Brooklyn/Queens Day.

All teachers are required to have 7.5 hours of ELL training. Special Ed teachers are required to have 10 hours of training. Workshops are provided during Staff Meetings, after-school, and during Election Day, Brooklyn/Queens Day, Superintendent's Professional Development days, and half-days. After each ELL workshop teachers are asked to provide feedback and to identify the kind of professional development they need to support their work with ELLs.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

### E. PARENT INVOLVEMENT

1. A monthly PTA/PAC meeting is held. The Assistant Principal for the ESL Department collaborates with the PTA and the Parent Coordinator to plan these meetings. A general invitation is put out to all parents. Notices go out to parents in English and the

## E. Parental Involvement

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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

### E. PARENT INVOLVEMENT

1. A monthly PTA/PAC meeting is held. The Assistant Principal for the ESL Department collaborates with the PTA and the Parent Coordinator to plan these meetings. A general invitation is put out to all parents. Notices go out to parents in English and the Home Language. The Assistant Principal for the ESL Department and the Parent Coordinator call ELL parents to remind them a couple of days prior to the meetings. Parent meetings are also provided for parents of ELLs throughout the year. These meetings address the needs of ELLs and how their families can support their learning at home. ELL parent orientation meetings are held for parents of ELLs who attend the Title III and SIFE Grant Programs. Ongoing workshops throughout the year for parents of ELLs serve as educational resources for parents of ELLs to learn how to work with their ELLs at home. There are also meetings for ELL parents to introduce the ELA, NYSESLAT and Math assessments.

2. The school partners with Community Based Organizations to provide workshops and services for ELL Parents. Topics for these meetings are related to education, health, and community resources.

3. The School Environment Survey, The Parent Survey, and other interest surveys created by the office of the Parent Coordinator are used to identify parents' needs and interests.

4. The parent involvement activities try to address the needs of ELL parents. Immigrant parents need to understand the American Education System and their place in it. They need to know what educational programs and services are available to them. They also need help in dealing with the day-to-day problems they may encounter (Life Skills). ELL parents may have health concerns for themselves and for their families. We inform ELL parents of Health community resources available. Other parent meetings are for those whose child attends the Title III Programs and SIFE the Grant Programs. The topics for these meetings are about the programs themselves, how parents can help ELLs at home in developing literacy and math skills, and how to help ELLs prepare for the ELA, NYSESLAT, and the math State assessments. Translations are an important part of these meetings. The Assistant Principal for ESL and the Parent Coordinator provide Spanish translations for the Spanish-speaking parents/guardians. For low incidence languages we secure an oral interpreter to provide the translations.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |   |   |   |   |   |   |    |    |    |   |    |    |    |       |
|---|---|---|---|---|---|---|----|----|----|---|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6  | 7  | 8  | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B)   |   |   |   |   |   |   | 6  | 8  | 3  |   |    |    |    | 18    |
| Intermediate(I)   |   |   |   |   |   |   | 5  | 19 | 12 |   |    |    |    | 36    |
| Advanced (A)  |   |   |   |   |   |   | 12 | 22 | 11 |   |    |    |    | 45    |
| Total   | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 49 | 27 | 0 | 0  | 0  | 0  | 99    |

### NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|

**NYSESLAT Modality Analysis**

| Modality Aggregate  | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6  | 7  | 8  | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|---|---|---|----|----|----|---|----|----|----|
| LISTENING /SPEAKING | <b>B</b>          |   |   |   |   |   |   | 1  | 0  | 0  |   |    |    |    |
|                     | <b>I</b>          |   |   |   |   |   |   | 4  | 6  | 0  |   |    |    |    |
|                     | <b>A</b>          |   |   |   |   |   |   | 10 | 19 | 15 |   |    |    |    |
|                     | <b>P</b>          |   |   |   |   |   |   | 7  | 18 | 17 |   |    |    |    |
| READING/ WRITING    | <b>B</b>          |   |   |   |   |   |   | 5  | 9  | 3  |   |    |    |    |
|                     | <b>I</b>          |   |   |   |   |   |   | 3  | 11 | 17 |   |    |    |    |
|                     | <b>A</b>          |   |   |   |   |   |   | 9  | 14 | 14 |   |    |    |    |
|                     | <b>P</b>          |   |   |   |   |   |   | 5  | 5  | 2  |   |    |    |    |

**NYS ELA**

| Grade                  | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|------------------------|---------|---------|---------|---------|-------|
| 3                      |         |         |         |         | 0     |
| 4                      |         |         |         |         | 0     |
| 5                      |         |         |         |         | 0     |
| 6                      | 11      | 9       | 0       | 0       | 20    |
| 7                      | 36      | 11      | 0       | 0       | 47    |
| 8                      | 13      | 75      | 0       | 0       | 88    |
| NYSAA Bilingual Spe Ed | 4       |         |         |         | 4     |

**NYS Math**

| Grade                  | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 3                      |         |    |         |    |         |    |         |    | 0     |
| 4                      |         |    |         |    |         |    |         |    | 0     |
| 5                      |         |    |         |    |         |    |         |    | 0     |
| 6                      | 15      | 0  | 8       |    | 0       |    | 0       |    | 23    |
| 7                      | 20      | 0  | 23      |    | 4       |    |         |    | 47    |
| 8                      | 6       | 3  | 10      |    | 4       |    |         |    | 23    |
| NYSAA Bilingual Spe Ed | 4       |    |         |    |         |    |         |    | 4     |

**NYS Science**

|                        | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 4                      | 16      | 0  | 39      | 0  | 21      | 0  | 0       | 0  | 76    |
| 8                      | 0       | 14 | 0       | 15 | 0       | 1  | 0       | 0  | 30    |
| NYSAA Bilingual Spe Ed | 0       |    |         |    |         |    |         |    | 0     |

**New York State Regents Exam**

|                              | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                              | English                    | Native Language | English                     | Native Language |
| Comprehensive English        |                            |                 |                             |                 |
| Integrated Algebra           |                            |                 |                             |                 |
| Geometry                     |                            |                 |                             |                 |
| Algebra 2/Trigonometry       |                            |                 |                             |                 |
| Math                         |                            |                 |                             |                 |
| Biology                      |                            |                 |                             |                 |
| Chemistry                    |                            |                 |                             |                 |
| Earth Science                |                            |                 |                             |                 |
| Living Environment           |                            |                 |                             |                 |
| Physics                      |                            |                 |                             |                 |
| Global History and Geography |                            |                 |                             |                 |
| US History and Government    |                            |                 |                             |                 |
| Foreign Language             |                            |                 |                             |                 |
| Other                        |                            |                 |                             |                 |
| Other                        |                            |                 |                             |                 |
| NYSAA ELA                    |                            |                 |                             |                 |
| NYSAA Mathematics            |                            |                 |                             |                 |
| NYSAA Social Studies         |                            |                 |                             |                 |
| NYSAA Science                |                            |                 |                             |                 |

**Native Language Tests**

|                            | # of ELLs scoring at each quartile<br>(based on percentiles) |                  |                  |                  | # of EPs (dual lang only) scoring at each quartile<br>(based on percentiles) |                  |                  |                  |
|----------------------------|--|------------------|------------------|------------------|--|------------------|------------------|------------------|
|                            | Q1   | Q2               | Q3               | Q4               | Q1   | Q2               | Q3               | Q4               |
|                            | 1-25 percentile  | 26-50 percentile | 51-75 percentile | 76-99 percentile | 1-25 percentile  | 26-50 percentile | 51-75 percentile | 76-99 percentile |
| ELE (Spanish Reading Test) | 7  | 2                |                  |                  |  |                  |                  |                  |
| Chinese Reading Test       |  |                  |                  |                  |  |                  |                  |                  |

**B. After reviewing and analyzing the assessment data, answer the following**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. The assessment tools used to assess the early literacy skills of our ELLs are: the LAB-R and the Spanish LAB; oral, reading, and writing

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

| <b>School Name: <u>The Willoughby School</u></b>                                  |                      | <b>School DBN: <u>32K162</u></b> |                 |
|---|----------------------|----------------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. |                      |                                  |                 |
| Name (PRINT)  | Title                | Signature                        | Date (mm/dd/yy) |
| Barbara DeMartino   | Principal            |                                  |                 |
| Miriam Errico   | Assistant Principal  |                                  |                 |
| Vanessa Hernandez   | Parent Coordinator   |                                  |                 |
| Joseph Abraham  | ESL Teacher          |                                  |                 |
| Sandra Diaz   | Parent               |                                  |                 |
| Aria Jimenez/ELA  | Teacher/Subject Area |                                  |                 |
| Esther Perez/Bilingual  | Teacher/Subject Area |                                  |                 |
| Jessica Snell - ELA Coach   | Coach                |                                  |                 |
|   | Coach                |                                  |                 |
| Lisa D'Angelo   | Guidance Counselor   |                                  |                 |
|   | Network Leader       |                                  |                 |
|   | Other                |                                  |                 |

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 32k162      **School Name:** The Willoughby School

**Cluster:** 2      **Network:** 208

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

**Part A: Needs Assessment Findings**

---

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

We utilize the following data sources:

- Home Language Information Survey
- ATS RPOB report (language/geographical)
- Parent Surveys and questionnaires solicited by PTA and Parent Coordinator
- Interviews and conversations in person or over the phone with parents

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

The following are the major findings of our school's written translation and oral interpretation needs:

- Spanish language represents more than 90% of all home languages at I.S. 162
- Low-incidence language translations are needed for only two (2) families (1 Tibetan, and 1 Arabic)

Findings are announced at the 6<sup>th</sup> Grade Orientation Meeting for new parents, at monthly PTA meetings, and at ELL Parent workshops and meetings.

## Part B: Strategies and Activities

---

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

- All school letters and notices are translated by the Parent Coordinator and by the Assistant Principal for ESL.
- Low-incidence language translations are done through the use of technology resources to provide timely translations.
- Letters to parents of ELLs are available on the DOE website in many languages.
- I.S. 162's Safety Plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative services solely due to language barriers.
- I.S. 162 will obtain from the Translation & Interpretation Unit a translation in languages other than English of the signage and forms required according to the Chancellor's Regulations A-663 and provide such forms in accordance with these regulations.

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

- During regular school days, oral interpretations services are provided by the Parent Coordinator and by the Assistant Principal for ESL.
- Oral translations of low-incidence languages are provided through the DOE Translation & Interpretation Unit's over-the-phone translation services.
- During Parent/Teacher conferences, oral translations for parents are provided by out of classroom bilingual staff and by over-the-phone interpretation services of the DOE's Translation & Interpretation Unit.
- The Parent Coordinator and the Assistant Principal for ESL work with teachers, deans, and guidance counselors to provide oral interpretation for parent communication.

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

- I.S. 162 will provide all parents with written notification of their rights regarding translation and interpretation services in the appropriate language, with instructions on how to obtain such services.
- I.S. 162 will post in a conspicuous location at the primary school entrance, in DOE covered languages indicating the room where a copy of such written notification can be obtained.
- I.S. 162's Safety Plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative services solely due to language barriers.
- I.S. 162 will obtain from the Translation & Interpretation Unit a translation in languages other than English of the signage and forms required according to the Chancellor's Regulations A-663 and provide such forms in accordance with these regulations.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

| Part A: School Information   |   |
|--|---|
| Name of School:  | DBN: <a href="#">32K162</a>               |
| Cluster Leader: <a href="#">Charles Amundsen</a>   | Network Leader: <a href="#">Dan Purus</a> |
| This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below)<br><input type="radio"/> 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):<br><input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:   |
| Total # of ELLs to be served:<br>Grades to be served by this program (check all that apply):<br><input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5<br><input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 |
| Total # of teachers in this program: <u>4</u><br># of certified ESL/Bilingual teachers: <u>3</u><br># of content area teachers: <u>1</u>   |

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: ELLs are held to the same high expectations outlined in the Common Core State Standards for regular monolingual students. However, ELLs need more time and more remediation. Our Title III Supplemental Program targets the needs of all ELLs. The goals of the program are to develop English literacy and Math skills in order to prepare ELLs to meet and exceed the Common Core State Standards, and to succeed on the ELA, NYSESLAT, and Math assessments.

Our Newcomer Program meets the needs of 12-15 Newcomers and SIFE, grades 6-8. This is a computerized program (Teenbiz) that supports emerging literacy. It is aligned to the Common Core Standards and uses informational texts to develop reading skills. A certified ESL teacher with extensive knowledge of technology will teach the class. The teacher will choose the texts according to the interests of the class. A preliminary assessment will determine the lexile of the texts to be read. The "Solutions" resource provides opportunities to reinforce emerging literacy with lessons that integrate phonics and phonemic awareness. Word work that consists of word sounds, word construction, word modeling, sight words, and decoding activities. The informational texts to be read (with audio support) are leveled and can be had in Spanish, but the topics are grade appropriate. This program monitors the students' progress and moves them up to higher levels based on ongoing assessments. Some of the topics to be addressed are: The Native Americans; Moving to the U.S.; Careers; Shopping; Proud to be Hispanic; and Animals (Insects, Life Cycle of Butterfly, Sea Turtles, Dolphins). There are games, puzzles, and word searches. There is a Math extension for each topic. This program will meet twice a week for 90 minutes, for 26 weeks. Classes take place before school, 7:25 AM to 8:10 AM. The Program will start on 12/6/11 and end on 3/14/12.

The Saturday Academy Program is designed to meet the needs of 30 ELLs (Regular ELLs, SIFE, and Long-term ELLs). The focus of the reading and writing will be on informational texts. The ESL portion is divided into two classes - Beginners & SIFE and Long-term ELLs. Each section meets for 1 1/2 hours. Beginners and SIFE use the Longman's Keys to Learning. This is an interdisciplinary program for Beginners that comes with a CD of all texts, a workbook, and many supplemental materials i.e. graphic organizers. The Long-term ELLs use Longman's Shining Star Series Level A. This series is also interdisciplinary with informational texts, CD of all texts, a workbook, and many supplemental materials. A licensed ESL teacher will execute the program.

The Math portion of the Saturday Academy Program is provided by a certified Bilingual teacher, who is also certified in Math. This portion of the program meets for 1 1/2 hours. The classes change classrooms to alternate between ESL and Math classes. The Math teacher uses Longman's Mathematics for ELLs. This textbook covers 6<sup>th</sup> thru 8<sup>th</sup> grade Math topics. The material is presented in explicit and ELL-friendly format. There are also many word problems for practice.

Teachers in both sections (ESL/Math) will differentiate to meet the needs of their ELLs. Classes meet on Saturdays for twenty (20) three-hour sessions, 9:00 AM to 12:00 PM. Classes start on 11/5/11 and end on 5/19/12.

## Part C: Professional Development

### Part C: Professional Development

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

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

Begin description here: Professional development for the four (4) Title III teachers as well as for six (6) other content area teachers responsible for delivery of instruction to ELLs (ELA, Math, Social Studies, Science, and two Special Ed) will be provided by the Assistant Principal for ESL. The goal of this training will be to learn "best practices" that will meet the needs of ELLs - newcomers to advanced. A series of five (5) one-hour sessions will be provided. The topics to be covered are: Using Data to Plan Instruction for ELLs; Scaffolding Strategies for ELLs; Differentiated Instruction for ELLs; QTEL Strategies for ELLs; Academic Language for ELLs. The training will be conducted weekly for five (5) consecutive weeks, on Mondays, after-school, 2:30 PM to 3:30 PM. Teachers will be able to receive hourly credits towards their required 7 1/2 hours/10 hours (Special Ed).

### Part D: Parental Engagement Activities

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

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

Begin description here: The Title III Program provides an Adult ESL Class for parents of ELLs that wish to learn English. We encourage ELL parents to learn English at the same time their children attend the Saturday Academy for ELLs. This is part of our parent outreach effort. We try to engage parents who attend our classes in other school activities, such as PTA meetings and ELL Parent workshops. We educate parents who attend these classes on how the educational system works, how they can affect the future of their children by encouraging them to finish school and pursue a college degree. ESL classes are held on Saturday, 9:00 AM to 12:00 PM, for 20 sessions, November thru May. The goal of the program is to provide the English necessary to meet the immediate needs of parents and to improve their ability to understand and use English. This is a thematic curriculum that targets a variety of topics of daily life, i.e. daily routines, school and education, transportation, health, the workplace, telephone skills, shopping, government and law, and immigration. Grammar and mathematics skills are also included. The activities include vocabulary development, dialogues, reading, writing, and real-life Math application. A certified ESL teacher will teach this class. Parents are invited by letters written in English and in the home languages. Letters are followed by phone calls to parents in the home language. Parents will also be invited to attend a monthly ELL Parent Meeting. The topics for these meetings will be educational and informational. Parents will learn about the process of learning a second language and what they can do to help their child at home. They will learn about the State assessments and their importance in the education of their children. They will be exposed to information regarding community resources available to them and their children. Presentations by outside resources, i.e. Bushwick/Ridgewood CBO and PTA- sponsored presentations .

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

Allocation Amount: \$

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