



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 163Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 25Q163

PRINCIPAL: NICOLE BULLEN-STINCHCOMB EMAIL: NBULLEN2@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLE DIMANGO

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
Nicole Bullen-Stinchcomb	*Principal or Designee	
Matthew Frisch	*UFT Chapter Leader or Designee	
Denise Eng	*PA/PTA President or Designated Co-President	
Pamela Gathers-Bullard	*SLT Chair/Assistant Principal	
Christine Toskos	Member/Teacher	
Roberta Rowner	Member/Teacher	
Peter Mazun	Member/Teacher	
Lisa Schiller	Member/Teacher	
Jenny DelValle	Member/Parent	
Felipa Marquez	Member/Parent	
Lucia De La Paz	Member/Parent	
Monique Lizcano	Member/Parent	
Sam Lai	Member/Parent	
Ken Ip	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

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

Annual Goal #1

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

By June 2012, 75% of students in grades K-5 will meet or exceed the CCLS Mathematical Practice Standards: *Making Sense of Problems/Persevere in Solving Them and Modeling with Mathematics* as evidenced by the 2 tasks that will be administered in February and June.

Comprehensive needs assessment

The 2011 NYS Math Test results and 2010-2011 NYC Progress Report data showed that 81% of our students performed on or above grade level on the state exam. Upon further disaggregation of the data we found that the dominant strength was in completing multiple choice questions. However, across grades 3-5, we consistently scored equivalent to or below the state **Average Point Score** for Levels 3 and Level 4 on the Constructed Response portions of the state exam. These findings prompted us to review our practices when having students explain their mathematical thinking.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - Students will engage in differentiated problem of the week activities using the Math Exemplars Performance Tasks. Teachers will model and engage the class in this work each week.
 - Teachers will implement accountable talk strategies in their math mini-lessons. This will encourage students to use mathematical language and reasoning when engaged with the content as opposed to more teacher directed talk during lessons.
 - All students across the school will have mathematical diaries. These math diaries will serve as a place for students to express their mathematical thinking and reasoning in writing and provide models to support their work daily, at the end of each lesson. Teachers will begin this work by engaging in whole class diary entries to model how we share our thinking and work as mathematicians.
 - All teaching staff will participate in monthly professional development opportunities provided by our Math Lead Teacher and monthly workshops provided by Network Team Members focused on using the Depth of Knowledge to create and engage students in rigorous Performance tasks.
 - Notes from Professional Development workshops will be collected and analyzed at School-Wide Instructional Team meetings to begin norming and developing a common understanding of what rigorous math tasks that push student thinking encompass. Final notes from Instructional Team Meetings will be shared with all staff members by grade leaders in weekly teacher team meetings.
 - During PLC meetings teacher teams will redesign CCLS aligned performance tasks using data from formal and informal Math assessments.
 - Teacher teams will use the Common Core library, ARIS and notes from Professional Development Workshops as a guide for this work.
 - Teacher Teams will administer CCLS aligned Mathematics tasks to students in February and June to monitor student growth. Students will also work on Math tasks in their EDM unit assessments and Acuity exams.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - The school will provide materials and training to help parents work with their children to improve their achievement level in mathematics. The school will also provide parents with the information and training needed to implement and adapt strategies and tasks at home as well as understanding the new

Common Core Learning expectations in math with a focus on problem solving.

- The school will provide parents with websites that have mini-tasks they can engage their children in at home.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - All teachers currently on staff are deemed Highly Qualified as defined by NCLB. The team will continue to support teacher growth through Monthly Professional Development math meetings with the Lead Teacher and Network Meetings.
 - P.S. 163Q receives numerous resumes throughout the school year. These resumes are reviewed and sorted according to certification areas. When a vacancy is identified, the appropriate resumes are pulled and candidates are called for an interview before the hiring committee.
 - All students at P.S. 163Q receive instruction from a highly qualified staff according to the BEDS survey. We attract and retain highly qualified teachers by expressing to applicants our school's goals and mission, as well as demonstrating the professional support that is offered to our staff through the various professional development opportunities provided. A mentoring plan is developed for new teachers to help maintain and keep our highly qualified teachers. We provide a collegial atmosphere. When the hiring committee is considering candidates, to fill vacancies, they consider only highly qualified candidates.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The school currently does not receive funding for these programs.

Budget and resources alignment

- Title I SWP will be used to support teacher Professional Development workshops
- TL FSF will be used for per diem to support planning sessions, classroom intra-visitations and Professional Development from the Network Team
- TL FSF will also be used to purchase materials to support the math task development work
- ARRA RTTT Citywide Expectations and Data Specialist funds will be utilized to support School-wide inquiry team work and Curriculum Mapping Sessions
- TL Children First funds will be used for Professional Development Provided by the Network Team

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

Annual Goal #2

By June 2012, at least 40% of students in grades 3-5 with IEPs will approach, meet or exceed grade level proficiency in literacy as determined by the Acuity results and the 2011-2012 school assessment data.

Comprehensive needs assessment

Upon reviewing the 2011 NYS ELA exam results, it was determined that 22% of students with IEPs scored a Level 3 or above. This is equivalent to 7 out of 37 students performing at or above grade level. In addition the school did not make AYP for students with IEPs in English Language Arts for the 2010-2011 school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - Teachers will engage students in the Text Savvy Five day Shared Reading Cycle identified in the professional book by author Sarah Daunis and Maria Cassiani Iams. This will support learners of all levels in engaging with complex text across a variety of genres. Day 5 of the shared reading cycle will encompass a writing task where students will respond to the text being studied in writing. Throughout this cycle students will engage in accountable talk discussions to further deepen their understanding of the text.
 - Teachers will engage students in Guided Reading and Strategy groups utilizing lessons and strategies from Stephanie Harvey's Comprehension Toolkit. This will ensure students are being supported with targeted lessons to meet their individual needs as identified in their TC Assessment and Acuity data. Teachers will also use the Fountas and Pinnell Literacy Continuum to support them with this work.
 - For students performing below grade level as identified by the Acuity Data and the Teachers College running record assessments the Fountas and Pinnell Leveled Literacy Intervention program will be used. This provides very specific and explicit strategies to accelerate student reading levels at a faster pace and provide them with a multitude of strategies to employ when working independently.
 - Teachers will participate in weekly PLC meetings to engage in an inquiry study focused on planning differentiated guided reading and strategy lessons/literacy tasks using the student data and the Instructional Tools and strategies mentioned above. This will support student progress towards meeting and or exceeding instructional goals in literacy as outlined in the CCLS and School-Wide Curriculum Maps. Teachers participating in this PLC will focus on Designing Coherent Instruction (1e) and Developing Flexibility and Responsiveness (3e) from the Charlotte Danielson Framework to anchor their work. Teachers will view videos at varying levels of rigor identified in the framework to develop a common understanding of what this work looks like in practice.
 - Throughout this inquiry study teachers will engage in classroom intra-visitations and lab sites to practice and implement lessons developed in the inquiry study. Teachers will use student work samples, student discussions, conferring notes and assessments alongside the Danielson rubric to document and evaluate their progress with these teaching practices and strategies. Strategies from this study will be evident in Individual Teacher Professional Development Plans.
 - Teachers will work with an AUSSIE to help develop these practices.
 - This work will be on-going throughout the 2011-2012 school year. Although the team will be reviewing student data on an on-going basis in the inquiry meetings. The team will use quarterly benchmarks to cite progress towards meeting or exceeding this goal.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- The school will provide assistance to parents in understanding City, State and Federal standards and assessments; the school will also provide workshops for parents of students with IEPs to support them with strategies to ensure their children meet grade level standards in literacy.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - All teachers currently on staff are deemed Highly Qualified as defined by NCLB. The team will continue to support teacher growth through Monthly Professional Development meetings with the Lead Teacher and Network Meetings.
 - P.S. 163Q receives numerous resumes throughout the school year. These resumes are reviewed and sorted according to certification areas. When a vacancy is identified, the appropriate resumes are pulled and candidates are called for an interview before the hiring committee.
 - All students at P.S. 163Q receive instruction from a highly qualified staff according to the BEDS survey. We attract and retain highly qualified teachers by expressing to applicants our school's goals and mission, as well as demonstrating the professional support that is offered to our staff through the various professional development opportunities provided. A mentoring plan is developed for new teachers to help maintain and keep our highly qualified teachers. We provide a collegial atmosphere. When the hiring committee is considering candidates, to fill vacancies, they consider only highly qualified candidates.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The school currently does not receive funding for these programs.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Title I SWP will be used to support the teacher Professional Development with the AUSSIE
 - TL FSF will be used for per diem to support planning sessions and classroom intra-visitations
 - TL Children First funds will be used for Professional Development provided by the Network Team
 - TL FSF will also be used to purchase materials for Shared Reading and the Comprehension Toolkit.
 - ARRA RTTT Citywide Expectations and Data Specialist funds will be utilized to support with the School-wide inquiry team work and Curriculum Mapping Sessions

- Title I SWP Parent Involvement funds will be utilized to support parents with materials and in house workshops to help their students develop competency in literacy

ANNUAL GOAL #3 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 #3

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

By June, 2012 70% of students in grades K-5 will score a level 3 or 4 on the Informational/Explanatory Writing Units of Study tasks.

Comprehensive needs assessment

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

When reviewing the previous year's school-wide curriculum maps there was a great discrepancy regarding the amount of Informational writing students were engaged in. This was evident when reviewing student quick write assessments from the previous year in the non-fiction genre as well as when analyzing the performance indicators where the students consistently scored below the state Average Point Score on the 2010-2011 NYS ELA Exam.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - Students will be exposed to various types of informational/explanatory text in the 5 Day Shared Reading and Read Aloud Period 1 cycles. On day 5 of this cycle students will be asked to respond to the text through completing short writing tasks that push them to examine topics and convey information and ideas clearly. Some of these tasks will also be formulated to encourage students to compare similar texts or issues and discuss and justify various points of view in their writing. This will be done on a weekly basis so students have ample opportunities to engage in and be immersed in this work.
 - At the beginning of each Informational/Explanatory writing unit a Quickwrite assessment task will be administered. This will support teachers in discerning student entry points enabling them to form strategy groups and plan whole class teaching points that need to be addressed. The students will then engage in shared and interactive writing in daily mini-lessons to support them with models and writing in this genre.
 - Students will be introduced to various mentor texts to study how authors research and formulate ideas when writing Informational/Explanatory pieces.
 - Teams of teachers will revise school-wide curriculum maps to increase the percentage of Information/Explanatory writing units students will engage in this school year.
 - Teams of teachers will create detailed rubrics to support students with understanding how writers formulate Informational/Explanatory pieces. Teachers will support students with using this rubric to grade their own writing pieces and become familiar with the components that must be added when writing in this genre.
 - During inquiry teams of teachers will revise writing tasks at the end of the Informational/Explanatory writing units of study to ensure students are being challenged. Inquiry teams will use the Depth of Knowledge to support them with this work.
 - Teacher teams will engage in this work throughout the school year. Student progress will be monitored informally using weekly shared reading and read aloud tasks and formally utilizing the end of Informational/Explanatory unit writing tasks.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - The school will provide materials and training to help parents work with their children to improve their achievement level. The school will also provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children as well as support with implementing and understanding the new Common Core Learning Standards.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - All teachers currently on staff are deemed Highly Qualified as defined by NCLB. The team will continue to support teacher growth through the Inquiry Process, Professional Development and engaging in work around using the Depth of Knowledge to plan engaging writing tasks in the Informational/Explanatory writing genre.
 - P.S. 163Q receives numerous resumes throughout the school year. These resumes are reviewed and sorted according to certification areas. When a vacancy is identified, the appropriate resumes are pulled and candidates are called for an interview before the hiring committee.
 - All students at P.S. 163Q receive instruction from a highly qualified staff according to the BEDS survey. We attract and retain highly qualified teachers by expressing to applicants our school's goals and mission, as well as demonstrating the professional support that is offered to our staff through the various professional development opportunities provided. A mentoring plan is developed for new teachers to help maintain and keep our highly qualified teachers. We provide a collegial atmosphere. When the hiring committee is considering candidates, to fill vacancies, they consider only highly qualified candidates.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The school currently does not receive funding for these programs.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - TL FSF will be used to support with per diem for curriculum planning sessions
 - TL Children First funds will be used to support Professional Development Provided by the Network Team
 - TL FSF will also be used to support with purchasing the materials for the Shared Reading and Read Aloud
 - ARRA RTTT Citywide Expectations and Data Specialist funds will be utilized to support with the School-wide inquiry team work and Curriculum Mapping

Sessions

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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	0	0	0
1	43	34	N/A	N/A	0	0	0	0
2	44	39	N/A	N/A	0	0	0	0
3	43	37	N/A	N/A	0	0	0	0
4	32	36	0	30	0	0	0	2
5	58	50	58	0	4	0	1	3
6								
7								
8								
9								
10								
11								
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
ELA	During the afterschool Extended Day program, students are engaged in small group literacy instruction using Scholastic Guided Reading Materials. During the school day, students are engaged in small group literacy instruction using Fountas and Pinnell Leveled Literacy Intervention.
Mathematics	During the afterschool Extended Day program, students are engaged in small group Mathematics instruction using Kaplan Math and Investigations Mathematics Program.
Science	The Harcourt/Foss inquiry approach is used focusing on concepts and understanding of science modules during 4 – 45 minute sessions per week.
Social Studies	Non-fiction reading with is aligned Social Studies themes for a duration of 3 – 45 minute sessions per week.
At-risk Services provided by the Guidance Counselor	First period daily, the Guidance Counselor works with students in small groups on peer mediation and provide individualized intervention services as needed.
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	Provide small group intervention on social interaction for students as needed
At-risk Health-related Services	Eye, ear screening for all kindergarten and 1 st grade students who are new to the school. Open airway asthma – small group instruction as needed.

**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.

PARENT INVOLVEMENT POLICY (PIP) P.S. 163Q

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

**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 Diane Foley	District 25	Borough Queens	School Number 163
School Name P.S. 163 Flushing Heights School			

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

Principal Nicole Stinchcomb	Assistant Principal P. Gathers-Bullard/M. Klocek
Coach	Coach
ESL Teacher Beth Davis	Guidance Counselor Jennifer Diaz
Teacher/Subject Area Valerie Delegianis	Parent Jenny Del Valle
Teacher/Subject Area Stephanie Hauser	Parent Coordinator Ruth Bauch
Related Service Provider Yulia Borukova	Other
Network Leader Diane Foley	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	5	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions	5	Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	4
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	581	Total Number of ELLs	168	ELLs as share of total student population (%)	28.92%
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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. 

The ELL Identification at PS163Q begins with an informal oral interview upon registration. The pedagogue administering the survey asks the questions listed on the Home Language Survey to determine the language of choice. At registration, parents complete a HLIS form, which determines eligibility for students to be tested as ELLs, based on home language. Interviews are conducted in the native language (Chinese, Spanish and English). School pedagogues conduct an informal interview with the students as part of the identification process. Once students are identified as ELLs, the Lab-R test is then administered within a ten-day period upon student registration. In addition to the ESL Teachers, the principal and assistant principals are also trained to administer the LAB-R. Those students who score at or below a cut-off score are identified as ELLs and are mandated to receive English as a second language services. Spanish speaking students are given a Spanish Lab test as part of the assessment for bilingual programs. Chinese and Korean bilingual programs are also offered at various sites throughout the city.

Students remain in an ELL program until they meet state requirements for achievement on the NYSESLAT. Students are given the NYSESLAT annually in the spring. Schedules are arranged so that students are tested in small groups. The results are shared via letters when the scores come in. Copies are kept on file at the school.

Once students' eligibility is identified, letters are sent to parents in English and/or their Native Language to inform the parents of the results. In addition, parents are invited for an orientation of the three programs offered: Free Standing English as Second Language, Transitional Bilingual Education, and Dual Language, that is conducted by ESL pedagogues with the support of the parent coordinator and administration. At the orientation, highlights of CR Part 154 & Title III are shared with parents. A Department of Education DVD is shown in English, Chinese and Spanish, followed by a question and answer period. Various school personnel are available to welcome parents and translate for parents in appropriate languages, when needs arise. Parents fill out a Parent Selection form in their Native Language and select a program they feel best meets the needs of their child. They are informed of the programs we offer here at P.S. 163 and are given a list of schools in the city where Bilingual programs are offered since we do not offer this program at this time. If a student enters the school, after the initial orientation/overview of the ESL options, parents meet with a designated representative to review options and student placement. When possible, translation accommodation is provided for parents. Parents fill out the survey and program selection forms and turn them in at this time. Our outreach for parents who select an option not offered at the school are to first provide them with a list of schools throughout the city that offer the program choice they have selected. Then a list is created that includes the time, date of request and date the Parent Selection form was given. For parents who select the Dual Language option (in cases where program has exceeded class size limits) their request is date and time stamped. Our DL Community Associate along with the Pupil Accounting secretary immediately refer to this list when filling vacancies. All of these requests are handled within 1-2 school days. All Parent Selection forms are returned on the day they are distributed. Parents do not take them home.

Once students are placed in the correct program Entitlement letters are sent to all parents and copies are kept on file at the school.

According to our Parent Selection forms most parents request Free Standing English as a Second Language instruction and Dual Language. In the previous school year a lottery that takes place in May, by District 25, is used for students to enter into the Dual Language Program.

Second notices are sent to parents who do not attend or return the forms. As default, students are then placed in the Free Standing ESL Program.

When students are given a program the parents are sent entitlement letters acknowledging the program of choice and placement. Copies of these letters are kept on file at the school. Continued entitlement letters are sent to those students returning to any of our ELL programs. Letters are also sent to the parents of students who tested out according to the NYSESLAT. Copies of these letters are kept on file as well.

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

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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>	2	2	2	2	2									10
Freestanding ESL														
Self-Contained				1										1
Push-In	2	2	2		2	2								10
Total	4	4	4	3	4	2	0	0	0	0	0	0	0	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	166	Newcomers (ELLs receiving service 0-3 years)	145	Special Education	4
SIFE		ELLs receiving service 4-6 years	21	Long-Term (completed 6 years)	2

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)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language	76			4						80
ESL	68		2	17		5	1		1	86
Total	144	0	2	21	0	5	1	0	1	166

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP								
Spanish																			0	0
Chinese	23	27	19	25	22	25	12	28	11	33									87	138
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	23	27	19	25	22	25	12	28	11	33	0	87	138							

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

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	10	7	5	4	5	11								42
Chinese	19	18	22	21	20	26								126
Russian														0
Bengali														0
Urdu	4	1	1	2	3	1								12
Arabic			1			2								3
Haitian														0
French														0
Korean	1	1	2	0	1	1								6
Punjabi	0	2	1	0	2	2								7
Polish														0
Albanian														0
Other														0
TOTAL	34	29	32	27	31	43	0	196						

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

ESL instruction at PS163Q is delivered through various models. In addition to our Dual Language for grade K, 1, 2, 3 and 4 we also have one self-contained third grade class. Our free-standing ESL programs follows a push in model with pull outs taking place for beginner students in grade 5 above and beyond the mandated minutes. Mandated number of units as outlined by the NYS CR Part 154 law, 360 minutes for beginner and intermediate students and 180 minutes for advanced students is ensured throughout homogenous grouping of ELLs at each grade level. Students who are ELLs are placed in all classes by level. These levels are looked at closely by modality for further grouping. In their work with ELL students, the ESL teachers follow the Balanced Literacy curriculum and through guided reading and small group strategy lessons, they place an emphasis on small group instruction. In our ESL push in model teachers support students with content area language necessary to support concepts learned. Instructional strategies such as scaffolding are used to develop students' language and comprehension of content development. Teachers use various types of scaffolding methods, such as modeling, bridging, contextualization, schema building, text re-presentation and meta-cognition, to help students build English language skills. Since a large majority of our students speak Mandarin, we are fortunate to have many staff members who are able to support content area in his/her native language. These students also engage in performance based learning tasks in the content area. In the Dual Language model, content area studies are conducted in both the native language and English. Teachers employ a variety of teaching strategies (such as those mentioned above) to engage students in performance based learning tasks strengthening their abilities in the four modalities.

Classrooms are integrated with Smartboard Technology to assist in lesson instructions. LEAP Frogs, listening centers and computer work stations are also employed to support content area as well as language acquisition. ELLs who have demonstrated a lack of progress in last two to three years on the NYSESLAT participate in Extended Day, small group instruction, two times a week after school. Students in Extended Day are grouped by grade and their NYSESLAT progress trends. Strategies used in these Extended Day Classes are results from study groups and the school's Inquiry Team research on academic language development. In addition, all beginners in grades 1-5 receive targeted homogeneous instruction during Extended Day time.

For students who are identified as SIFE, Long Term ELLs or newcomers we have instituted an extra period in each ESL teachers schedule so that they can work with those students above and beyond the mandated minutes. As the need arises, the teacher would use that period to work in small groups with these identified students using a variety of strategies (dependent upon need) to support language development.

Students with disabilities are

P.S.163Q's Dual Language side-by-side English-Mandarin program consists of 250 children in kindergarten, grade 1, 2, 3 and 4. Language instruction employs a 50-50 model. The classrooms are distinguished by color. Red is for Mandarin and Blue for English. We follow the standard New York City curriculum for instruction. The English and Mandarin curriculum complements each other. This allows students to utilize what they are familiar with in the Native Language classroom to the application of the learning in the second language classroom. We also offer a project-based learning environment.

A. Programming and Scheduling Information

The students learn the core academic areas in both English and Mandarin to develop academic proficiency. The class make-up consists of English dominant students and Mandarin dominant students who are English Language Learners. Students are integrated for the entire day. Literacy instruction in English and Mandarin alternate daily. Word study/Phonics, math, science, and social studies are alternated daily in both languages as well.

In an effort to help students develop an appreciation and respect for cultural diversity, students receive an additional instruction of culture. During this time, students are integrated for cross-cultural studies and activities. Our Mandarin instruction is delivered using Traditional Characters, in order to build a foundational system for learning. As students progress through this program, they will be introduced to Simplified Characters.

Our Dual language teachers participate in professional development offered by NABE, NYSABE, CAIS, Columbia University Teachers' College and New York University Dual Language Symposium.

To strengthen parent involvement, parent network meetings are held. During these meetings, parents' concerns are discussed and needs are assessed. A full time Community Associate has been brought on full time to help support the needs of our Dual Language parents.

Courses Taught in Languages Other than English ⓘ

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

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

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

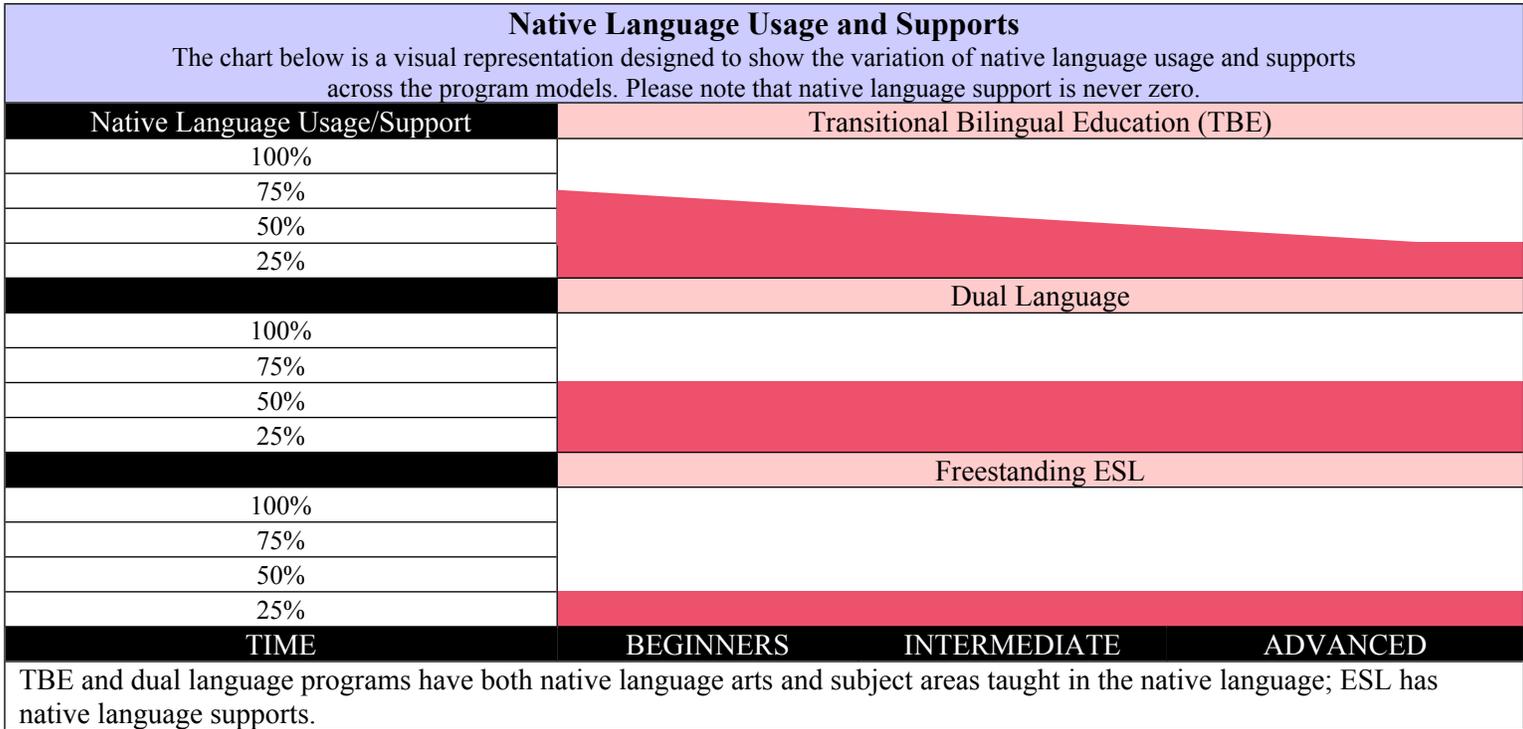
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

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



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?

ESL instruction at PS163Q is delivered through various models. In addition to our Dual Language for grade K, 1, 2, 3 and 4 we also have one self-contained third grade class. Our free-standing ESL program follows a push in model with pull outs taking place for beginner students in grade 5 to provide more intensive support for our very Beginner students. Mandated number of units as outlined by the NYS CR Part 154 law are ensured throughout homogenous grouping of ELLs at each grade level. Students who are ELLs are placed throughout all the grades. In their work with ELL students, the ESL teachers follow the Balanced Literacy curriculum and, through guided reading and small group strategy lessons, they place an emphasis on small group instruction targeting the specific language needs of the students. During content area push-in periods, ESL teachers support students with the language necessary to support concepts learned. Instructional strategies such as scaffolding are used to develop students' language and comprehension of content development. Teachers use various types of scaffolding methods, such as modeling, bridging, contextualization, schema building, text re-presentation and meta-cognition, to help students build English language skills.

For students who have reached proficiency as per the NYSESLAT (a passing score) a plan is devised for transitioning these students. ESL teachers as well as classroom teachers have an articulation meeting to discuss how to continue to support language instruction for these

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.
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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
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For students who have reached proficiency as per the NYSESLAT (a passing score) a plan is devised for transitioning these students. ESL teachers as well as classroom teachers have an articulation meeting to discuss how to continue to support language instruction for these particular students. ESL teachers provide classroom teachers with NYSESLAT data that informs which areas the students may still need to further develop. Other formal and informal data are used to continuously monitor progress. The ESL and classroom teacher uses this data to identify strategies and skills the students will be supported with via small group instruction. Students are also provided with testing accommodations on that include separate location and extended time.

In the upcoming school year the entire staff including ESL and Dual Language teachers will revise their curriculum to include the CCLS anchor standards for language, speaking and listening.

At this time we do not have a need (via parent selection) for any new programs in our school. No programs will be discontinued for the upcoming school year.

ELLs are afforded equal access to all school programs and are not limited to anything due to language deficits. This is reinforced through the common planning sessions of the ESL, classroom teacher and special education services providers.

Classrooms are integrated with Smartboard Technology to assist in lesson instructions. LEAP Frogs, listening centers and computer work stations are also employed to support content area as well as language acquisition. Students are provided with translation glossaries to support them in content area. Language materials purchased for students include but are not limited to- picture dictionaries, Comprehension Toolkits, on line books with subtexts (fiction and non fiction), and Reader's Theater's kits. ELLs who have demonstrated a lack of progress in last two to three years on the NYSESLAT participate in Extended Day, small group instruction, two times a week after school. Students in Extended Day are grouped by grade and their NYSESLAT progress trends. Strategies used in these Extended Day Classes are results from study groups and the school's Inquiry Team research on academic language development. In addition, all beginners in grades 1-5 receive targeted homogeneous instruction during Extended Day time.

Title III programs are formed to support the needs of our ELLs beyond the school day. Many of the programs our students participate in are through the arts.

Native language support is provided in the Dual Language Program for 50% of the week. All subject areas are taught in the Native Language (Mandarin). Teachers employ a variety of strategies to support native language learning as well as provide students with materials (purchased both here and from Taiwan). In our ESL program, native language support is supported via translated materials (specifically in content area) so that students are able to have some materials in their native language. We are also fortunate to have ESL teachers who speak Mandarin and are able to preview and review content for our Mandarin speaking students. Translated materials are purchased for all dominant languages we service.

Required services support, and resources are provided to students using grade level text and materials. Students are serviced in their age appropriate levels.

At this time we have no programs to support newly enrolled ELL students before the beginning of the school year.

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?

ESL instruction at PS163Q is delivered through various models. In addition to our Dual Language for grade K, 1, 2, 3 and 4 we also have one self-contained third grade class. Our free-standing ESL program follows a push in model with pull outs taking place for beginner students in grade 5 to provide more intensive support for our very Beginner students. Mandated number of units as outlined by the NYS CR Part 154 law are ensured throughout homogenous grouping of ELLs at each grade level. Students who are ELLs are placed throughout all the grades. In their work with ELL students, the ESL teachers follow the Balanced Literacy curriculum and, through guided reading and small group strategy lessons, they place an emphasis on small group instruction targeting the specific language needs of the students. During content area push-in periods, ESL teachers support students with the language necessary to support concepts learned. Instructional strategies such as scaffolding are used to develop students' language and comprehension of content development. Teachers use various types of scaffolding methods, such as modeling, bridging, contextualization, schema building, text re-presentation and meta-cognition, to help students build English language skills.

For students who have reached proficiency as per the NYSESLAT (a passing score) a plan is devised for transitioning these students. ESL teachers as well as classroom teachers have an articulation meeting to discuss how to continue to support language instruction for these particular students. ESL teachers provide classroom teachers with NYSESLAT data that informs which areas the students may still need to further develop. Other formal and informal data are used to continuously monitor progress. The ESL and classroom teacher uses this data to identify strategies and skills the students will be supported with via small group instruction. Students are also provided with testing accommodations on that include separate location and extended time.

In the upcoming school year the entire staff including ESL and Dual Language teachers will revise their curriculum to include the CCLS anchor standards for language, speaking and listening.

At this time we do not have a need (via parent selection) for any new programs in our school. No programs will be discontinued for the upcoming school year.

ELLs are afforded equal access to all school programs and are not limited to anything due to language deficits. This is reinforced through the common planning sessions of the ESL, classroom teacher and special education services providers.

Classrooms are integrated with Smartboard Technology to assist in lesson instructions. LEAP Frogs, listening centers and computer work stations are also employed to support content area as well as language acquisition. Students are provided with translation glossaries to support them in content area. Language materials purchased for students include but are not limited to- picture dictionaries, Comprehension Toolkits, on line books with subtexts (fiction and non fiction), and Reader's Theater's kits. ELLs who have demonstrated a lack of progress in last two to three years on the NYSESLAT participate in Extended Day, small group instruction, two times a week after school. Students in Extended Day are grouped by grade and their NYSESLAT progress trends. Strategies used in these Extended Day Classes are results from study groups and the school's Inquiry Team research on academic language development. In addition, all beginners in grades 1-5 receive targeted homogeneous instruction during Extended Day time.

Title III programs are formed to support the needs of our ELLs beyond the school day. Many of the programs our students participate in are through the arts.

Native language support is provided in the Dual Language Program for 50% of the week. All subject areas are taught in the Native Language (Mandarin). Teachers employ a variety of strategies to support native language learning as well as provide students with materials (purchased both here and from Taiwan). In our ESL program, native language support is supported via translated materials (specifically in content area) so that students are able to have some materials in their native language. We are also fortunate to have ESL teachers who speak Mandarin and are able to preview and review content for our Mandarin speaking students. Translated materials are purchased for all dominant languages we service.

Required services support, and resources are provided to students using grade level text and materials. Students are serviced in their age appropriate levels.

At this time we have no programs to support newly enrolled ELL students before the beginning of the school year.

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?

In the beginning of the school year parents needs (communication and otherwise) are evaluated via survey. The survey is then looked at closely by the parent coordinator and dual language community associate to determine next steps for involving parents, parent needs and determining the main language of communication. School leaders and staff will engage families in the following parental involvement activities to address the needs of our parent community by:

- Curriculum Based Workshops delivered by teachers and administrators to support parents of ELLs with strategies on improving student progress in all areas.
- Parent Coordinator will facilitate parent outreach and family support workshops for all parents of ELLs
- Dual Language Community Associate will coordinate parent outreach and family support workshops for parents of students in the Dual Language Program
- Parent Network meetings to discuss data, school wide initiatives and special programs. At this time we have no partnerships with other agencies or Community Based Organizations.
- Open House to share instructional practices, expectations and routines with families
- Monthly newsletter to inform parents of what students are learning in each unit across the grades so they support their children at home.
- Distribution of family guides from Department of Education
- Bi Monthly PTA School Happening Newsletters to showcase student work
- School Messenger System to keep parents abreast of what's happening in the community, parent workshops, meetings and school wide events
- School Website listing school events, curriculum and outreach support resources for families, and helpful student links
- All communication will be translated in Chinese, Spanish and English to reach the entire school community. Preferred language surveys will be distributed.

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)?

P.S.163Q's Dual Language side-by-side English-Mandarin program consists of 217 children in kindergarten, grades 1, 2, 3 and 4. Language instruction employs a 50-50 model. The classrooms are distinguished by color. Red is for Mandarin and Blue for English. We follow the standard New York City curriculum for instruction. The English and Mandarin curriculum complements each other. This allows students to utilize what they are familiar with in the Native Language classroom to the application of the learning in the second language classroom. We also offer a project-based learning environment.

The students learn the core academic areas in both English and Mandarin to develop academic proficiency. The class make-up consists of English dominant students and Mandarin dominant students who are English Language Learners. Students are integrated for the entire day. Literacy instruction in English and Mandarin alternate daily. Word study/Phonics, math, science, and social studies are alternated daily in both languages as well.

In an effort to help students develop an appreciation and respect for cultural diversity, students receive an additional instruction of culture. During this time, students are integrated for cross-cultural studies and activities. Our Mandarin instruction is delivered using Traditional Characters, in order to build a foundational system for learning. As students progress through this program, they will be introduced to Simplified Characters. Across all programs (dual language and ESL) emergent literacy is taught simultaneously and in both languages. In ESL where students who need that support, the teacher provides early literacy skills simultaneously in order to provide a foundation for language and a faster transfer into L2. In our Dual Language program early literacy skills are taught simultaneously in a side by side model.

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.

Both classroom and ESL teachers will participate in professional development aimed at supporting our English Language Learners. Both through in house and Office of English Language Learners professional development our teachers will continue to expand their knowledge of how to support our ELLs. Teachers work closely with an AUSSIE staff developer twice a month and a math lead teacher aimed at meeting the needs of ELLs in literacy (this includes embedding language strategies in Science and Social Studies) and mathematics. The knowledge attained at all of these professional development opportunities will be shared school-wide during professional development days and grade wide meetings.

In order to support staff in assisting ELLs as they transition from elementary to middle school teachers attend Network sponsored ELL professional development where they are afforded the opportunity to engage in curriculum activities that enable them to understand the expectations from the elementary to the middle grades. Teachers also have the opportunity to network and attain instructional strategies from middle school colleagues.

Teachers will receive a minimum of 7.5 hours of ELL training during in house professional development and support from our Network ELL Specialist. Teachers engage in professional development that includes learning various approaches for working with students with language needs and at various levels. A record of these professional development hours are kept in the individual teacher files and via professional development agendas.

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?

In the beginning of the school year parents needs (communication and otherwise) are evaluated via survey. The survey is then looked at closely by the parent coordinator and dual language community associate to determine next steps for involving parents, parent needs and determining the main language of communication. School leaders and staff will engage families in the following parental involvement activities to address the needs of our parent community by:

- Curriculum Based Workshops delivered by teachers and administrators to support parents of ELLs with strategies on improving student progress in all areas.
- Parent Coordinator will facilitate parent outreach and family support workshops for all parents of ELLs
- Dual Language Community Associate will coordinate parent outreach and family support workshops for parents of students in the Dual Language Program
- Parent Network meetings to discuss data, school wide initiatives and special programs. At this time we have no partnerships with other agencies or Community Based Organizations.
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- Distribution of family guides from Department of Education
- Bi Monthly PTA School Happening Newsletters to showcase student work
- School Messenger System to keep parents abreast of what's happening in the community, parent workshops, meetings and school wide events
- School Website listing school events, curriculum and outreach support resources for families, and helpful student links
- All communication will be translated in Chinese, Spanish and English to reach the entire school community. Preferred language surveys will be distributed.

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)	17													17
Intermediate(I)														0
Advanced (A)														0
Total	17	0	0	0	0	0	0	0	0	0	0	0	0	17

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

NYS ELA						
Grade	Level 1	Level 2	Level 3	Level 4	Total	
3					0	

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.

To assess the early literacy skills of our ELLs, the LAB-R is administered to all eligible students. Students are also administered the TCRWP testing letter identification, letter sound identification, word identification and concepts of print. Running records are administered in English and Spanish. The data is used to monitor and improve the literacy skills of all ELLs and to inform instruction.

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

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									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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)								
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.

To assess the early literacy skills of our ELLs, the LAB-R is administered to all eligible students. Students are also administered the TCRWP testing letter identification, letter sound identification, word identification and concepts of print. Running records are administered individually to determine reading levels. The data indicates a need to work on comprehension skills with all ELLs and for several of our beginner ELLs also work on phonological awareness. The data indicates that many of our ELL students in grades 4 and 5 for ELA fall in the range of level 2 and 3. Much work needs to be done to develop literacy skills that will support students in being able to comprehend texts and respond to literature regardless of genre. As a school, we need to also challenge our level 3 students. Through challenging them, students will rise to their potential which will be reflected in the movement from level 3 to 4. Level 1 students need to be provided with intense academic intervention services from both ESL and classroom teachers. Math scores indicate that our ELLs score primarily within level 2 and 3. Efforts need to continue to challenge our students and provide them with instruction that will propel them to higher levels. Interim assessments are used to inform instruction for our ELL students. Additional support is given in the areas of need. Students take these assessments throughout the school year to give teachers more information about what students have learned. Teachers use these assessments—along with other school work and what they see in class—to learn where students need more help and plan targeted instruction.

NYSESLAT and LAB R exams are designed to provide teachers with detailed information about their students' strengths and weaknesses in English language development and will serve as a resource to help plan individual and group instruction. Trends in the LAB-R indicate

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **25Q163** School Name: **The Flushing Heights School**

Cluster: **2** Network: **204**

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.

Upon registering a child a parent is sent a survey requesting in what language they would like to receive written and oral communication. The survey is then sent to the parent coordinator who tally's and organizes the language for correspondence.

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.

Oral interpretation is also evaluated through the abovementioned survey and shared with the parents at our PTA meetings. As of September 2011, 206 parents requested Chinese translation and 22 Spanish. The rest of our school community requested English only.

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 letters are sent to the Translation Unit to be translated prior to distribution. All communication is done with a translator (staff members), if possible or Translation and Interpretation Unit is called.

Letters or any other documentation is sent to translation unit before being distributed. If the completion date is not quite enough and we have a staff member who can translate it, we will use them. There are posters posted around the school in different languages informing the parents of translation and oral interpretation.

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

Oral interpretation is done by staff members, if possible, or Translation and Interpretation Unit is called to translate. A Dual Language Community Associate position was created to support the needs of our parent community. The community associate is fluent in Mandarin. To support our parents who indicated Spanish on their form are supported by the assistant principal, guidance counselor and para professional. Parent Bill of Rights, Safety Plan, Discipline Codes and other important DOE documents are provided to parents in the language identified on their needs assessment survey.

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>.

Any and all documents going out to parents will include web address for English, as well as translated versions. All links posted on our website will include links for non-English web addresses as well. Phone messenger is also used for communication with parents and the messages that go out to parents are communicated in multiple languages.



Title III Plan Review Form 2011-12

Senior ELL CPS/Reviewer: Gary D. Goldenback

Borough: Queens District: 25 School Number: 163 School Name: Flushing Heights

Cluster Leader: Amundsen Network Leader: Foley Title I Schoolwide Plan (Conceptual Consolidation?) yes

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
Title III supplemental services for ELLs Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	☼ Yes	<input type="radio"/> No Comments:
Professional Development High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	☼ Yes	<input type="radio"/> No Comments:
Parent Activities	☼ Yes	<input type="radio"/> No Comments:
Budget	<input type="radio"/> Yes ☼ NA (Title I SWP)	<input type="radio"/> No <input type="radio"/> NA (Title I SWP) Comments:
Approved? Yes ☼ No <input checked="" type="radio"/> Date: 2/3/12 Senior ELL CPS: Gary D. Goldenback		
Additional Comments:		