



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ARTHUR A. SCHOMBURG ELEMENTARY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09X163

PRINCIPAL: DILSIA MARTINEZ EMAIL: DMARTINEZ20@SCHOOLS.NYC.GOV

SUPERINTENDENT: DOLORES ESPOSITO

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
<i>Dilsia Martinez</i>	*Principal or Designee	
<i>Pamela Shein</i>	*UFT Chapter Leader or Designee	
<i>Jessica Rivera</i>	*PA/PTA President or Designated Co-President	
<i>Joanne Brown</i>	Member/Parent	
<i>Giselle Martin</i>	Member/Parent	
<i>Guadalupe Nava</i>	Member/Parent	
<i>Marisol Nunez</i>	Member/Parent	
<i>Marilyn Rivera</i>	Member/Parent	
<i>Jacqueline Johnson</i>	Member/Teacher	
<i>Meghan Murtough</i>	Member/Teacher	
<i>Daiansa Padin</i>	Member/Teacher	
<i>Paul Woltmann</i>	Member/Teacher	
<i>Jenny Perez</i>	Member/School Aide	

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

To improve student achievement in English Language Arts through high expectations, frequent monitoring of student progress, and staff development activities for all learners including ELLs and students with IEPs. By June 2012, 30% of all students in grades 3-5 will meet or exceed the grade level standards as measured by the New York State English Language Arts Exam while 50% of all students in grades K-2 will achieve a performance level of 3 or greater as measured by the Fountas and Pinnell Reading Assessment System (F & P).

Comprehensive needs assessment

The school has demonstrated a decline in performance in the area of English Language Arts in all grades from 2010 to 2011. Currently only 25.9% of all students are at performance levels 3 or 4 on the NYS ELA exam. Specifically 27% of all 3rd graders, 28% of all 4th graders followed by 22% of all 5th graders. As a result the school has been identified as in need of improvement (SINI-year 1). Some challenges to our school remain the over utilization of the school building as well as a construction project that results in active classes being moved from room to room during the school year. We anticipate that the construction will continue until June 2012. The District is also being rezoned to reduced overcrowding and the over utilization that currently exists in our building.

Instructional strategies/activities

School leaders and collaborative grade level teacher teams will examine the Common Core State Standards (CCSS) and the Department of Education's Instructional Expectations for the 2011-2012 school year to inform and guide the modification of the school's literacy curriculum.

Provide focused, explicit, and effective daily literacy instruction aligned to the CCSS through the workshop model which includes direct and guided instruction, independent practice, rigorous center work in combination with effective conferencing and progress monitoring to ensure that the assessed needs of students are met.

Equip classroom libraries with a wide variety of leveled fiction and nonfiction books which will allow all students to find books they can read successfully for pleasure, information, and/or exploration.

Provide opportunities for students to discover the joy of reading and build lifelong reading habits by reading self-selected text independently every day.

Build reading fluency, stamina, and comprehension skills by reading high quality literature and informational texts daily during independent practice.

Engage students in whole and small group discussions that encourage students to talk about what they read as well as share their thoughts and opinions.

Explicitly teach and model good listening and communication skills so that students learn to locate and cite textual evidence in support of their opinions and/or

arguments.

Develop rigorous learning tasks that are differentiated and encourage students to go beyond the literal meaning of the text to organize, connect, analyze and evaluate what they read as they read and interact with the text.

Improve questioning techniques to ensure students are given opportunities to examine ideas and concepts and to analyze them combining them with prior knowledge to build new ideas and levels of content knowledge.

Gather, review, analyze and use summative standardized assessment data in grades 3-5 to inform instructional decisions. Use data to identify discrepancies between current and desired outcomes as well as identify and analyze gaps in performance between PS 163 and other NYC Schools.

Further assess students in grades K-5 using the Fountas and Pinnell Reading Assessment System (F & P) to identify each student's current independent and instructional reading level as measured by the standardized or benchmark books. The data collected will guide teachers to:

- create small flexible groups for instruction*
- select texts that will be productive for student instruction*
- assess the effectiveness of teaching*
- identify students in need of intervention*
- monitor students' progress across the school year (Fall, Winter and Spring.)*
- inform parent conferences*

Students identified as far below the standard for the grade, performance level 1, will receive small group instruction during the Extended Day Program 37 ½ minutes before school Tuesday, Wednesday and Thursday weekly.

Students in grades 3-5 identified at performance level 2 or "At- Risk" will participate in our After-school Program a minimum of 3 days per week from 3:00 – 5:00 p.m. on Tuesday, Wednesday and Thursday from December 2011 to April 2012.

Provide Academic Intervention in small groups to identified students throughout the day to ensure students are demonstrating improvement in literacy.

In the area of writing, students will learn about the craft and process of writing by engaging in read alouds of high quality trade books which model, teach and reinforce the skills and conventions competent writers use. At all levels students will write independently every day to produce either a narrative, an opinion, or informational text.

Teachers will use formative and summative assessments to assess students' strengths and needs and work towards developing and strengthening students' ability to use the writing process to produce published written pieces.

Across the disciplines students will engage in short and long term projects and common assessments to demonstrate the ability to gather relevant information from

multiple print and digital sources and present them in a written form as a narrative, opinion or informational report.

As classroom communities students in grades 3-5 will engage in a Digital Documentaries Project that allows students to research, direct, and produce their own video examining historical events aligned to the Social Studies Curriculum for the grade.

In collaborative teacher teams, school leaders and teachers will study how effective teachers use summative and formative assessment data to plan objective driven lessons that include essential open ended questioning techniques that produce understanding around an overarching concept or skill. Staff will engage in self-reflection by analyzing lesson effectiveness through the lens of student learning.

Strategies to increase parental involvement

In June 2011, families received welcome letters from teachers regarding expectations for learning for the 2011-2012. These letters were quickly followed up by introductory letters sent home the first day of school. During the second week of the school year, our staff organized a Meet and Greet family event in which grade level teacher teams presented valuable and pertinent information to our families about the Instructional Expectations for the 2011-2012 school year. Our teachers also shared how they could support the work at home. Our Parent Teacher Association also supports these efforts by purchasing for all students and their families a Student Planner used primarily to communicate between the home and the school. The School Messenger Program, an electronic messaging system, also allows the school to program automatic calls to families about important events and upcoming dates to remember. Our grade level teams and teachers are working collaboratively to ensure families receive information about our instructional programs and the goals established for the 2011-2012 through frequent newsletters and letters homes. Special brochures and information packets have been developed by teacher teams and administrators to share with families during our monthly offerings and workshops. Teachers have also increased efforts to provide written progress reports to our families in all areas of development.

Strategies for attracting Highly Qualified Teachers (HQT)

At PS 163 approximately 90% of our teaching staff are considered Highly Qualified. In our efforts to ensure that 100% of our staff is Highly Qualified we have stepped up our efforts in the area of teacher recruitment by working with colleges and universities to identify potential teachers especially in hard to staff subject areas such as ESL, special and bilingual education. Professional support in the form of coaching and mentoring is offered at the school to help retain our Highly Qualified Staff.

Service and program coordination

Our After-school Program for students in grades 3-5 offers additional academic support to the students most in need of improvement. Targeting Literacy and Mathematics Skills through Units of Study designed to address the gaps identified in our school data reports.

Budget and resources alignment

Tax Levy Fair Student Funding; Tax Levy Stabilization; School Support Supplement; Title II, Reduced Class Size Funding; Title I, Title I ARRA; Contract for Excellence are consolidated at the school level to support all programs and goals.

ANNUAL GOAL #2 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 #2

To improve student achievement in Mathematics for all learners including ELLs and students with IEPs. By June 2012, 40% of all students in grades 3-5 will meet or exceed the Mathematics performance standards as measured by the New York State Math Exam.

Comprehensive needs assessment

There has been an overall decrease in the school's performance in the area of mathematics from 2010 to 2011. Currently only 36.8% of the students scored at performance level 3 or 4 on the NYS Math exam. The most significant decline experienced was 10% in grade 3, from 43% to 33%. While grade 4 experienced a slight 2% gain from 2010 to 2011, our 5th grade also declined by 4% indicating a need to look closely at instructional practices in the area of mathematics.

Instructional strategies/activities

School leaders and collaborative grade level teacher teams will continue to examine the Common Core State Standards (CCSS) and the Department of Education's Instructional Expectations for the 2011-2012 school year to ensure that students at all levels are engaged in rigorous learning in the area of mathematics.

Teachers will provide focused, explicit, and daily instruction in math aligned to the Common Core State Standards through the workshop model which includes a mini-lesson, guided instruction, independent practice, center work in combination with effective progress monitoring to ensure that the assessed needs of students are met.

Continue to use the Everyday Mathematics Program to present the six strands of mathematical knowledge to students. They are: Number and Numeration, Operations and Computation, Data and Chance, Measurement, Geometry, Patterns, Functions and Algebra.

Teacher grade level teams will work with the Assistant Principal and Coach to identify gaps in the Everyday Math Program and develop lessons and/or units that are paced to ensure students have the opportunity to develop grade level proficiency in math by the end of the school year.

Teacher and grade level teams will work with the Assistant Principal and Coach to design CCSS based common assessment to consistently evaluate the progress and performance of all students and subgroups towards the attainment of learning goals.

All classroom teachers will review and analyze available data sources looking for trends that identify gaps in student progress towards mathematic achievement goals. We will use a variety of data sources such as exit slips, quizzes, Everyday Math Unit Exams, and CCSS based tasks to inform and when needed differentiate

instruction, which may include process, content, materials, time and product.

Students identified at Performance Level 1 or 2 will participate in our After-school Program, a minimum of 3 days per week.

Strategies to increase parental involvement

In June 2011, families received welcome letters from teachers regarding expectations for learning for the 2011-2012. These letters were quickly followed up by introductory letters sent home the first day of school. During the second week of the school year, our staff organized a Meet and Greet family event in which grade level teacher teams presented valuable and pertinent information to our families about the Instructional Expectations for the 2011-2012 school year. Our teachers also shared how they could support the work at home. Our Parent Teacher Association also supports these efforts by purchasing for all students and their families a Student Planner used primarily to communicate between the home and the school. The School Messenger Program, an electronic messaging system, also allows the school to program automatic calls to families about important events and upcoming dates to remember. Our grade level teams and teachers are working collaboratively to ensure families receive information about our instructional programs and the goals established for the 2011-2012 through frequent newsletters and letters homes. Teachers have also increased efforts to provide written progress reports to our families in all areas of development. Additionally, our Parent Coordinator will work with Grade Level Coaches and teachers to plan and provide workshops for parents to learn more about the demands of the mathematics curriculum.

Strategies for attracting Highly Qualified Teachers (HQT)

At PS 163 approximately 90% of our teaching staff are considered Highly Qualified. In our efforts to ensure that 100% of our staff is Highly Qualified we have stepped up our efforts in the area of teacher recruitment by working with colleges and universities to identify potential teachers especially in hard to staff subject areas such as ESL, special and bilingual education. Professional support in the form of coaching and mentoring is offered at the school to help retain our Highly Qualified Staff.

Service and program coordination

Our After-school Program for students in grades 3-5 offers additional academic support to the students most in need of improvement. Targeting Literacy and Mathematics Skills through Units of Study designed to address the gaps identified in our school data reports.

Budget and resources alignment

Tax Levy Fair Student Funding; Tax Levy Stabilization; School Support Supplement; Title II, Reduced Class Size Funding; Title I, Title I ARRA; Contract for Excellence are consolidated at the school to support all programs,

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

To promote collaboration and open communication among all stakeholders of the PS 163 learning community. The 2011-2012 School Survey will demonstrate an improvement in the way teachers and parents feel about the way the school provides them with information about the school's educational goals and student learning outcomes. The overall participation rate will increase by 5%.

Comprehensive needs assessment

Feedback from parents at the School Quality Review and the School Environment Survey indicate that there is a need to improve the ways the school shares information about educational goals and learning outcomes.

Instructional strategies/activities

In June 2011 all classroom teachers will send welcome letters to students and families introducing themselves and establishing expectations for the coming school year.

At the start of the 2011-2012 school year each student was provided a planner for organizing homework and projects assigned by the classroom teacher as well as a forum for open communication with the home. Teachers follow up with weekly homework assignment sheets to ensure expectations for homework are clear to both students and families.

In early September 2011, the school hosted a "Meet and Greet" evening to introduce staff, learning expectations and ways parents can support their children at home.

In September 2011, all classroom teachers followed up with letters, newsletters and other forms of communication to establish clear expectations for teaching and learning for the school year. They also communicated a clear homework and grading policy which is not only shared via written communication but at Parent Teacher Association meetings.

By November 2011, all teachers will have created or updated their individual eBoard website with pertinent and valuable information for both students and their families. eBoard is a web-based vehicle for communication between the home and the school. It also allows parents to post notes directly to the teacher.

Throughout the year, teachers will send letters or grade newsletters informing families about current unit of studies and expectations for work. Newsletters also include invitations to special activities and celebrations of student work.

The school will continue using School Messenger, an electronic messaging system, to provide up to date reminders to families about the school calendar and special events.

The Parent Teacher Association along with the support of the Parent Coordinator will meet to offer parents/guardians increased opportunities for them to serve as volunteers in the school such as assisting with arrival, dismissal, the break and lunch program as well as in-class support when necessary.

Collaboratively work with all stakeholders to identify ways student progress is collected, tracked, and reported to families.

Provide opportunities for all stakeholders to discuss and understand student performance and progress.

Strategies to increase parental involvement

To strengthen the connection and support of student achievement between our school and the families of our community our school will 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 Teacher Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community.

Strategies for attracting Highly Qualified Teachers (HQT)

At PS 163 approximately 90% of our teaching staff are considered Highly Qualified. In our efforts to ensure that 100% of our staff is Highly Qualified we have stepped up our efforts in the area of teacher recruitment by working with colleges and universities to identify potential teachers especially in hard to staff subject areas such as ESL, special and bilingual education. Professional support in the form of coaching and mentoring is offered at the school to help retain our Highly Qualified Staff.

Service and program coordination

Our Parent Coordinator works with Community Based Organizations to bring information and resources to our families. Collaborations with the New York City Public Library allow our parents to participate in computer training and access to reading material for their children. Other collaborations include Webster PAL, Bronx Health Reach, NYC Fire Department, and the Director of Safety for NYC Schools.

Budget and resources alignment

Tax Levy Fair Student Funding; Tax Levy Stabilization; School Support Supplement; Title II, Reduced Class Size Funding; Title I, Title I ARRA; Contract for Excellence are consolidated at the school to support all programs.

ANNUAL GOAL #4 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 #4

To provide leadership, regular and constructive feedback that results in improved teacher effectiveness. As measured by the 2011-2012 School Survey, teacher responses to the question: "School Leaders give me regular and helpful feedback about my teaching" will increase by 5%.

Comprehensive needs assessment

Our school's Learning Environment Survey and feedback from the staff indicate a need to improve the way school leaders provide meaningful feedback to teachers. There is also a need to better understand the new teacher rating system adopted by New York State.

Instructional strategies/activities

To work in teacher teams to discuss the qualities of effective teaching. Both school leaders and teachers will study how effective teachers use summative and formative assessment data to plan objective driven lessons that include essential open ended questioning techniques that produce understanding around an overarching concept or skill.

Engage in self-reflection by analyzing lesson effectiveness through the lens of student learning.

School leaders will develop low inference observation techniques to examine how well teachers are using questions to engage students in higher level understanding focusing on questions that probe reasons and require textual evidence.

Adopt strategies to reinforce positive behavior and work ethics by delivering feedback in a timely manner.

Orient staff towards self reflection and evaluation by employing Charlotte Danielson's Teacher Effectiveness Rubric.

Engage in discussions centered around student work where teachers evaluate student writing using a common rubric.

Encourage the development of grade leaders and the use of lab sites to foment collegial inquiry and peer coaching.

Structure the school schedule to enable all teachers to have individual and grade planning time by grade level, subject and vertically.

Participate informally with Network Leader in the Talent Management Pilot offered by the NYC Department of Education to prepare for the adoption of the New Teacher Effectiveness Rubric.

Strategies to increase parental involvement

To strengthen the connection and support of student achievement between our school and the families of our community our school will 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 Teacher Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community.

Strategies for attracting Highly Qualified Teachers (HQT)

At PS 163 approximately 90% of our teaching staff are considered Highly Qualified. In our efforts to ensure that 100% of our staff is Highly Qualified we have stepped up our efforts in the area of teacher recruitment by working with colleges and universities to identify potential teachers especially in hard to staff subject areas such as ESL, special and bilingual education. Professional support in the form of coaching and mentoring is offered at the school to help retain our Highly Qualified Staff.

Service and program coordination

PS 163 School Leaders will participate in ongoing professional development opportunities focused around Charlotte Danielson's Framework for Effective Teaching offered by the DOE, CFN, and other providers.

Budget and resources alignment

Tax Levy Fair Student Funding; Tax Levy Stabilization; School Support Supplement; Title II, Reduced Class Size Funding; Title I, Title I ARRA; Contract for Excellence.

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	55	35	N/A	N/A	5	0	0	0
2	52	30	N/A	N/A	11	0	0	0
3	48	20	N/A	N/A	9	0	0	0
4	41	23	0	0	8	0	0	0
5	46	25	0	0	10	0	0	0
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	<i>Key Links to Literacy, Rosen Real Readers, Award Reading, Imagine Learning English, Wilson, Foundations, Earobics, Rally Education Skill by Skill Small Group Before, during and after school</i>
Mathematics	<i>Saxon Math, Rally Education Strand by Strand Small Group Before, during and after school</i>
Science	<i>Rosen Real Readers Harcourt Science Readers</i>
Social Studies	<i>Rosen Real Readers</i>
At-risk Services provided by the Guidance Counselor	<i>Teacher Made Materials Small Group and One to One During School</i>
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

**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) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 Teacher 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.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's 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-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 to serve as a liaison between the school and families. The Parent Coordinator 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-Teacher Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to 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 parent educational development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 09x163 **School Name:** Arthur. A. Schomburg Elementary School

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

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

Category: Basic Focused Comprehensive

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

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

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

PS 163 was identified as in need of improvement in the area of English Language Arts (ELA) for all students identifying the following subgroups for not making adequate yearly progress: Hispanic, English Language Learners (ELLs), Students with Disabilities as well as those designated as Economically Disadvantaged.

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

To support improved student achievement in grades 3, 4 & 5 in the area of ELA, PS 163 is offering an After-school Program for all general education students 3 days a week from December 2011 through April. Additionally, to support ELLs a Saturday Institute is being offered for ELLs students in grades 3-5. To support students with disabilities a 10 Day Saturday Institute is being offered for students with disabilities in grades 3-5 in combination with an ELA Institute during the April Recess for this target population.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

10% of our Title I funds are set aside for Professional Development in the following ways:

- *Literacy/Math Coach for Grades K-2*
- *Literacy/Math Coach for Grades 3-5*
- *Professional Development Consultant from Teaching Matters*

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

In order to improve high quality professional development, PS 163 provides high quality professional development through two full time Literacy/Math Coaches. On that supports teaching and learning in Grades K-2 and the other supports staff in grades 3-5. PS 163 also has a full time Technology Coordinator who supports staff in the professional development and implementation of the use of technology across all subject areas. A part-time teacher mentor offers additional support to new teachers.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The school will notify parents about the school's identification for school improvement in English and Spanish and rely on the DOE's translation services to obtain translations in other languages.

**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 RelloAnselmi/Quail	District 09	Borough Bronx	School Number 163
School Name Arthur A. Schomburg Elementary School			

B. Language Allocation Policy Team Composition

Principal Dilsia Martinez	Assistant Principal Lorraine Garcia
Coach Uzoije Awani	Coach
ESL Teacher James Flynn	Guidance Counselor
Teacher/Subject Area David Caleb/CB	Parent Jessica Rivera
Teacher/Subject Area Dorothy Cabrera/CB	Parent Coordinator Betty Stewart
Related Service Provider	Other Anamaria Rios Beltran/CB
Network Leader	Other Suzanne Orser/ESL

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	7	Number of certified bilingual teachers	5	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	2
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	688	Total Number of ELLs	253	ELLs as share of total student population (%)	36.77%
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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. 

If a child is a new admit to the NYC Public school system, we ask the parent to complete the Home Language Identification Survey. A licensed pedagogue is available to speak with the parent/guardian and conduct the informal oral interview and the formal initial assessment. In the event the family does not speak English, we have licensed pedagogues who are able to assist in Spanish, French, and certain African dialects. We also utilize the NYCDOE Translation and Interpretation Unit. However, it has been our experience that families who do not speak English or Spanish bring family/friends to assist with communication between the school and family. The Home Language Identification Survey is given to the parent/guardian during registration, completed on site, and returned to the licensed pedagogue before the parent leaves the school. Ms. Babuska, a certified Bilingual Early Childhood teacher, is available to conduct the oral interview as well as assist the parents/guardians as they have questions about the HLIS. If the parent/guardian indicates that “no other language is spoken at home,” then the student is enrolled in an English monolingual class. When a language other than English is indicated on the HLIS and confirmed by Ms. Babuska during the informal interview, the parent is then provided information about the three Program Options (TBE, ESL, or Dual Language). Most of our parent communication is done in person when the parent comes to register a student. Peak enrollment times allow for immediate information to be shared with the parent in the form of Parent Orientation. We recognize that it is difficult for parents/guardians to return for Parent Orientation to make an informed program selection, so we take proactive measures to get the paperwork completed as students are registered. Our Parent Coordinator, Betty Stewart, attends all Parent Orientations. She is well known in the community and is highly visible. She also helps to ensure that parents/guardians stay for Parent Orientations because families need to have access to information that will help them make informed decisions about their child's education. Our PTA also takes proactive steps to reach out and set up a welcoming atmosphere for parents to gather for the Parent Orientation and Video.

During peak registration times, parents are invited to attend a Parent Orientation Meeting so that they may view the Parent Orientation Video that explains the three parent options for English Language Learners available throughout the City of New York. Parents sign-in, the agenda is posted, and the parents watch a video (either in their native language if available, English, or a language that a family member/friend can understand to assist the parent with making an informed decision); computers and portable laptops are available for parents/guardians to access the video in the language chosen by the parent/guardian, family member or friend. Parent Orientations are done in groups during peak enrollment times (September) or individually during off peak times (new admits throughout the year). Upon completion of the Parent Orientation Meeting, the parents are given a Program Selection Form to indicate their program preference. Parent Option Letters are collected before the parent/guardian leaves the school. It is rare that a parent does not return to Parent Option Letter before leaving. In the event the parent/guardian does not want to make a selection or needs clarification about the program options available to their child(ren), Ms. Babuska explains that according to the child's assessments the child is entitled to receive ESL services that are mandated by the State. Time is taken to review the three programs that are within their realm of choice. We review the programs offered at the school, TBE (Spanish) and ESL classes; we do not offer Dual Language. We make a concerted effort to address parent concerns and answer questions so that families feel comfortable enough to make a Program Choice before leaving. Parent Option Letters decide the students placement within the respective grade. Program models are aligned with Parent Option letters. The original HLIS and Parent Option Letters are kept in the students' cumulative folders and copies of the HLIS and the Parent Option Letters are kept in a separate file.

During non-peak registration times, Ms. Babuska conducts individual Parent Orientation meetings as needed. In the event that Ms. Babuska is unavailable, Ms. Garcia, Assistant Principal, or Mrs. Martinez, Principal, is available to assist the parent/guardian with the HLIS, informal interview, Parent Orientation Video, and program selection. One of our certified ESL teachers (Ms. Orser, Ms. Cooper,

Ms. Escobar, Ms. Berlanga or Mr. Flynn) is always available for LAB-R screening. The ESL teacher meets with the student one-on-one and administers the LAB-R. The ESL teacher gets the LAB-R student response grid, the examiner’s guide, the illustration booklet, and a book. The examiner secures a quiet place for testing. The teacher introduces himself/herself and works to establish a rapport with the student. The teacher informs the student about what will happen during the assessment period to establish a wholesome and safe testing environment. Then the teacher administers the LAB-R. He/she returns the student to class and scores the LAB-R. If the student is Spanish dominant, then a Spanish speaking ESL teacher will also administer the Spanish LAB. Based on the results of the LAB-R and or LAB, the cut score is used to determine ESL eligibility. If the student is entitled to services, the Parent Choice Letter is used to determine placement. The teacher scores the grid; depending on the student’s scores, the teacher notifies Assistant Principal Garcia as to whether the student needs to be moved to a monolingual class or remain in the ESL or Bilingual class (ESL or TBE placement is based on the Parent Choice Letter). Assistant Principal Garcia makes phone calls home to inform parents/guardians in the event that the LAB-R/LAB results require a change in placement and or program. In the event there is no change, then the child remains in the program as selected by the parent on the Parent Choice Letter. While we do not have a Dual Language program, we do inform parents who inquire about Dual Language about the schools within our network that offer Dual Language. However, our experience has been that parents prefer the proximity of our school as their family/community support base is more convenient to access at PS 163 than the Dual Language program locations. The Home Language Identification Survey, Parent Orientation & Video, Program Selection, LAB-R/LAB testing and scoring are all done within 10 days of the student’s admission date.

Upon reviewing our Parent Surveys and Program Selection forms, the trend has been that Spanish dominant families select the Transitional Bilingual Program. Families with students who speak more English or have more English social language select the ESL program. Only one parent in the past five years has requested to visit a Dual Language Program. She was directed to PS 218; however, once she realized that the student would be further from the immediate community, she opted for the ESL program and remained at PS 163. We’ve observed that parents utilize neighbors and family supports within close proximity of the school and prefer to remain “close to home.”

In late August/early September, NYSESLAT results are reviewed by ESL and Bilingual pedagogues; data is reviewed, patterns are noticed, and next steps to improve English language development for ESL students are discussed in Bi-monthly ESL meetings. Bi-monthly meetings are held with Bilingual teachers, ESL teachers, and the corresponding Common Branch Team Teachers to discuss best practices, relevant professional articles, student groupings, language development activities, student progress, contact time, relevancy of activities with regard to Common Core State Standards and grade level curriculum, homework, and consistent family communication to report progress in language development. Informal class visits are conducted by Assistant Principal Garcia. Ms. Awani, the literacy coach, is also on-hand to further develop and guide Bilingual and ESL teachers, as she is ESL certified.

Ms. Wolpuff, Testing Coordinator, runs a combination of ATS reports (e.g. RLER, RYOS, RPOB) to ensure that all eligible ELLs are administered the NYSESLAT. Information generated from these ATS reports are also used to identify students who have tested proficient in the NYSESLAT for the prior two years as they are entitled to receive NYS Standardized testing accommodations as per the NYCDOE guidelines (e.g. extended time, bilingual glossaries, a separate location, and a third reading of the ELA listening passage). Ms. Wolpuff coordinates the testing schedule for the NYSESLAT domains (speaking, listening, reading, and writing). ESL teachers are trained to conduct the one-on-one speaking assessment and whole group reading, writing, and listening domains. The testing coordinator designates the classrooms and times for testing withing the testing dates set forth by the NYC Department of Education. She also ensures that student with IEPs are tested within the IEP testing stipulations.

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●
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This school offers (check all that apply):

Transitional bilingual education program	Yes* No●	If yes, indicate language(s): Spanish
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Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
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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 (60%:40% → 50%:50% → 75%:25%)	19	24	22	23	0	0	0	0	0	0	0	0	0	88
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	23	20	23	0	32	26	0	0	0	0	0	0	0	124
Push-In	0	2	11	21	6	1	0	0	0	0	0	0	0	41
Total	42	46	56	44	38	27	0	0	0	0	0	0	0	253

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	253	Newcomers (ELLs receiving service 0-3 years)	227	Special Education	25
SIFE	9	ELLs receiving service 4-6 years	26	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total
	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	
TBE	87	0	0	1	0	0	0	0	0	88
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	140	9	25	25	0	0	0	0	0	165
Total	227	9	25	26	0	0	0	0	0	253

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	19	24	22	23	0	0	0	0	0	0	0	0	0	88
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	19	24	22	23	0	88								

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 L	EP																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	11	17	7	28	23	0	0	0	0	0	0	0	97
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	1	0	0	1	0	0	0	0	0	0	0	0	0	2
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	11	9	6	5	4	3	0	0	0	0	0	0	0	38
TOTAL	23	20	23	13	32	26	0	137						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

Basically, we offer TBE (Spanish) and self-contained ESL classes. For example, in grades K, 1, and 2 there is one TBE in Spanish section and one self-contained ESL section. In the TBE Spanish section, the certified bilingual teacher delivers Native Language Arts and Social Studies in Spanish a minimum of 60% of the week. Math, Science, and Art are taught in English. In the self-contained ESL section, there are two teachers who provide instruction and support language development throughout all areas of the day. One teacher has a Common Branch license and the other teacher is ESL certified. Together they plan and prepare instruction using Core Curriculum State Standards as well as the grade curriculum map. Grade 3 offers a free standing ESL model where ESL certified teachers push-in to each of the four general education sections. Third grade Common Branch teachers and certified ESL teachers use common planning times, schedule additional times to communicate/plan, and utilize e-mail to share content and curriculum language objectives to ensure effective ESL planning, delivery of grade-level curriculum, and delivery of language-level instruction by the ESL push-in teacher in small groups (tactile and interactive methods are used for engagement and learning experiences). Additionally, there is one section of TBE in Spanish taught by a certified bilingual teacher. In the Spanish TBE class, Social Studies is taught in English to provide additional language and vocabulary exposure/experience to ELLs who are preparing to demonstrate language proficiency in the Standardized Testing areas of ELA and Math. There is one fourth grade self-contained ESL section and one fifth grade self-contained ESL section. ELL students are heterogeneously grouped in all grades. Overall, our bilingual and self-contained sections are over- serviced; improvements need to be made for the 3rd grade push-in model as they receive a minimum of fifty minutes five times a week.

Regular common planning times are provided in addition to the bimonthly ESL and bilingual professional development meetings. The teachers use Common Core State Standards, curriculum maps, balanced literacy, content programs (e.g. Every Day Math, NYC Scope and Sequence for Science and Social Studies), and reference materials with visual supports to plan lessons and infuse ESL strategies to: develop language, provide a safe environment for children to practice vocabulary and oral expression, create real-life situations that will connect vocabulary with language in context, utilize Total Physical Response, create regular opportunities for students to speak and practice using English to express ideas (socially and in content areas), utilize interactive technology (Smart Board, listening centers, digital recording devices) and have contact time with the ESL teacher to provide daily guided reading, writing, and math language and content objectives in small groups. Lesson plans reflect flexible groups based on Listening, Speaking, Reading and Writing abilities. Throughout the ESL and bilingual sections, children are encouraged to practice accountable talk, sing songs, rhyme words, engage in role play, and elicit oral expressive language throughout the content areas.

Bilingual teachers provide a minimum of 60% Spanish Native Language Arts as they build background knowledge, social and academic vocabulary, Listening, Speaking, Reading and Writing homogeneous whole group and heterogeneous small group experiences that allow Spanish dominant students the ability to continuously make Spanish vocabulary and associations to English vocabulary, connections, and associations. As the year progresses, Spanish Native Language instruction is gradually reduced to 25% as English Language Arts instruction and support is increased to 75%. Bimonthly Bilingual meetings incorporate the sharing of best practices, identifying Spanish and English authentic children's literature and resources, the use of Estrellita to support Spanish literacy skills (phonics, phonemes, vocabulary, construction of written sentences, Spanish language centers/games, a home link to include parents, songs, rhymes, and chants), group discussions related to ESL/ELA/NLA methodology, and how to utilize real-life activities and experiences to develop English Language Acquisition while delivering grade-level curriculum content and vocabulary in Spanish to support the transfer of knowledge into the English language. Native language acquisition is measured using Estrellita assessments and benchmarks, Spanish Fountas and Pinnell assessments, and interim running record assessments using Spanish Rigby leveled books.

ESL (self-contained and push-in) and Spanish TBE utilize flexible grouping and differentiation based on progress monitoring and routine observations related to Listening, Speaking, Reading and Writing domains. For example, a student may be at an advanced listening stage, whereas the same student may be at a beginner stage of writing. Based on evidence of work within the domains, the ESL/TBE teacher is able to plan relevant experiences/lessons that will support the student's Writing from beginner (completing simple sentences using a starting prompt) to an intermediate stage (writing simple sentences using familiar vocabulary and known sentence patterns). Based on our assessment of the ELL testing data (NYSESLAT and State Standardized Tests), this year we are implementing the use of an ESL progress report that will assist ESL and TBE teachers' abilities to monitor students' movement within Listening, Speaking, Reading and Writing domains (based on Krashen, S. D. & Terrell, T. D. (1983), *The Natural Approach: Language Acquisition in the Classroom*. London: Prentice-Hall Europe). This interim progress report: provides information about the student's development of second language proficiency with respect to listening, speaking, reading, and writing; recognizes that new learners of a second language progress through the same stages that acquire language; recognizes that children learn the same skills and need to meet the same standards, however the stages take into account that students will learn the skills at different rates; acknowledges that the length of time each student spends at a particular stage may vary greatly; and acknowledges that some of the standards and skills might not be appropriate at this time. Ultimately, information is provided to report students' movement along the second language continuum. Our teachers will be able to identify beginner, intermediate, and advanced stages based on observations of each student's demonstrated abilities. The ESL progress report will

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	Page 28
75%	
50%	
25%	

A. Programming and Scheduling Information

disabilities will follow the push-in model. The ESL provider who services ESL students in self-contained Special Education classes will also attend ESL bimonthly meetings. The provider is encouraged to engage in team teaching activities with the Special Education teacher

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?

The NYC Scope and Sequence is used to plan, prepare, and deliver Science and Social Studies instruction. The cluster teachers at PS 163 teach Science in English to all classes K-5. Based on our assessment of the ELL testing data (NYSESLAT and State Standardized Tests), this year, Science teachers are meeting bi-monthly to discuss highly effective teaching strategies that will address our students needs and learning modalities. Meetings discuss the use of hands-on experiences, exploration, a clear mini-lesson with a clear focus, independent practice, small group instruction to provide guidance, explicit modeling, interactive technology, use of vocabulary in context, an accessible Science word wall in every classroom, visual supports next to the Science vocabulary, use of scaffolding and differentiation, teacher observations, and the use of Scientific expressive language in the areas of listening, speaking, reading, and writing. Within the Science bimonthly meetings, ESL (self-contained and push-in) and TBE strategies are discussed with the Science teachers to build community (including ELL sensitivity) and capacity within ESL and TBE classrooms. We use Every Day Math for grades K-5. Math is taught in English in all classes K-5. ESL and TBE teachers use ESL strategies as outlined throughout this document. Whole group/small group instruction and real-world experiences provide opportunities for hands-on/exploration and practice as well as guided support and reteaching opportunities. Social Studies is taught in Spanish in the Spanish TBE classes K-2. All other ESL models (self-contained and push-in) including the 3rd grade Spanish TBE class teach Social Studies in English. This allows 3rd grade Spanish TBE students opportunities to learn about traditions and historical events to build background knowledge, build capacity in all four domains, and experience English vocabulary in context as the students prepare for Standardized Testing.

Typically ELLs are divided into small groups throughout the subject areas so that ESL and TBE teachers are able to differentiate, support, infuse ESL strategies, and provide real-world connections and activities using small group instruction throughout ELA, NLA, math, and social studies. TBE teachers provide NLA in Spanish to strengthen and support the development of the Spanish language throughout the four domains and have Spanish leveled text available to support Spanish instruction. ESL teachers provide support mainly in English. The use of romance language cognates and Native Language Support is made available in ESL classes in order to provide clarity of vocabulary and concepts. Four of the seven ESL teachers speak Spanish. In the instance where a language other than Spanish is needed for clarity, the children who understand that particular language are able to assist by providing peer support within the small group. The ESL teacher is able to check for understanding, adjust the lesson as needed, and proceed with the lesson while making observation notes. ESL teachers frequently speak with each other, share best practices, and go to other staff members/parents who may be able to assist with native language (other than English and Spanish) vocabulary support (e.g. French, Twi, Creole).

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All ELL students have the same access to learning as do non-ELL students. Each ESL/TBE class uses Smart Board technology, listening centers, dictionaries, lap tops, has access to digital recorders, digital cameras, poster makers, and color copies for visual support. Resources and materials are age, grade, and curriculum appropriate. Leveled text are provided below, on, and above grade-level reading to support instruction, practice, and independent reading. ELLs are invited to attend Extended Day as other students in the school. ELL students in testing grades 3-5 receive an additional 30 minutes of test-taking as a genre twice a week where they will have opportunities to practice applying reading and writing strategies, curriculum content vocabulary, and critical thinking skills to demonstrate comprehension and build confidence through repeated experiences. Students in grades 3-5 are also invited to attend afterschool support; current and former ELLs are part of the participants. Former ELLs are provided testing accommodations and support as stipulated by the NYC Office of English Language Learners. The ATS staff includes the following: Ms. W. Hoff, the Assistant Director, Ms. G. ...

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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Based on our assessment of the ELL testing data (NYSESLAT and State Standardized Tests), this year, we have switched from Imagine

Courses Taught in Languages Other than English ⓘ

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)?

Paste response to questions 1-5 here

Math:	English			
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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.

At PS 163, we have a ten day cycle that provides opportunities for both grade-level and specialty area professional development and collaboration. For example, in addition to grade level meetings during a 10 day cycle (Day A-J; see attached), ESL teachers attend an additional professional development meeting during Day I of the 10 day cycle. Those in attendance include: all K-5 ESL teachers and providers (Susanne Orser, Johanna Escobar, Nichole Cooper, Anna Berlanga, James Flynn , and Anxhelina Prendi) self-contained Common Branch team teachers (Bree Arciola, David Caleb, Tracey Wilson-Davis, Jennifer Miceli, Dara Melgar, and the literacy coaches (grades K-2) Uzoije Awani and (grades 3-5) Jacqueline Johnson. Bilingual teachers meet on Day G (Colma Bodden, Leidy Acosta, Melissa Solano, and Nermis Calderon). Special Education teachers and providers meet on Day H (Glenda Sanchez, Daiansa Padin, Myra Cocolicchio, Danielle Gold, Rachel Boettigheimer, Sheree Kor, Raquel Hernandez (Speech & Language), Victoria Wilson (SETTS), Monique Seabrook (IEP Teacher), Anxhelina Prendi (Special Ed ESL provider), the coaches Uzoije Awani and Jacqueline Johnson, and Karen Bolles (Assistant Principal and Special Education Compliance Designee). As the Office of English Language Learners, CFN 109 Network Leader (Maria Quail), and CFN 109 Deputy Network Leader (Caterina DiTillio) send out PD opportunities related to ESL, Bilingual, and Special Education, the Principal and Assistant Principals (Ms. Bolles and Ms. Garcia) assign teachers for PD sessions that will develop their professional knowledge base to further develop effective teaching practices pertaining to ESL, Bilingual, and Special Education students. The school secretary maintains PD records that identify the respective: teachers, dates, times, locations, and the titles of each PD session attended. Meanwhile, our school's 10 day cycle of professional development and collaboration allows each grade and specialty teacher the opportunity to: share best practices, examine and discuss ELL data for patterns and trends, discuss the development and observed patterns within the four domains, examine NYSESLAT rubrics to norm grading, turn-key out-of-school PD sessions, and discuss professional articles and research based approaches to increase the current knowledge base of English language development. Our goal this year is to keep a pulse on how curriculum and language mandates affect our ELL learners. Our job as ESL, Bilingual, and Special Education pedagogues is to develop/fine-tune a K-5 language acquisition plan as a collaborative group in order to effectively develop our ELLs with more purpose and efficiency to reach English language proficiency throughout the domains of listening, speaking, reading, and writing.

During monthly grade-level meetings and Chancellor Conference Days, the IEP teacher (Monique Seabrook) works with paraprofessionals to provide professional development to strengthen how paraprofessionals support student learning and fulfill teacher directives. They discuss patterns of student behaviors, behaviors/signs that require intervention before crisis, strategies and techniques ("paraprofessional moves") that can be used to address potential situations to avoid crisis, as well as concrete examples of verbal and body language that may be used to obtain a desired result. It is essential that paraprofessionals develop healthy relationships with their students to ensure a safe and wholesome learning environment. All school staff (e.g. IEP team members (school based support team), office staff, guidance counselors, out-of-class teachers, AIS teachers, the SETTS teacher, the Parent Coordinator, and Special Education service providers) attend monthly faculty meetings and Chancellor Conference Days so that school initiatives, programs, goals, challenges, and interventions are explained and discussed. It is everyone's business to know what is going on in our classrooms, school, and community.

LAB-R/LAB testing is not done until the Kindergarten students show up in September; therefore, all incoming Kindergarteners receive a Welcome Packet that outlines "What to Expect" as students and their families prepare for Kindergarten. The Welcome Packet also identifies activities students and families can do to prepare for a smooth transition in September. We also work in collaboration with Head Start to provide a school tour during the month of June so that our incoming Head Start children have the opportunity to walk through the school, meet teachers, and ask questions. As our ELL students get ready to transition from elementary to middle school, our guidance counselor (Melissa Ortiz) parent coordinator (Betty Stewart) fifth grade teachers Assistant Principal (Karen Bolles grades 3-5) and

D. Professional Development and Support for School Staff

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E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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3. How do you evaluate the needs of the parents?

E. Parental Involvement

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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?

Parents of ELL students enjoy being asked to participate in school activities and celebrations. Based on parent feedback, PS 163 has increased school activities to include night events with an emphasis on family fun. Many of our ELL and non-ELL families live near the school, so Family Bingo Night or Movie Night become events that allow families to feel welcome and build community at our school on a Friday night. Our ELL parents are quiet supportive and enjoy attending school activities with their extended families. As our school events and fundraisers increase, so does the ELL participation rate. Our parent coordinator, Assistant Principal Bolles, and teachers (both ESL and non-ESL) use this time to interact and converse with parents, students, siblings, and neighbors. These gatherings provide additional opportunities for the Parent Coordinator and the PTA President to reach out to families in-person and invite them to upcoming events and workshops. Workshop themes are based on parent concerns, informal parent feedback, School Leadership Team meetings, parent surveys, anticipated family needs, and DOE information that needs to be disseminated to our families. Workshops are lead by various members of the school and community e.g. Parent Coordinator, PTA President, Principal Martinez, the literacy coaches, guidance counselors, and guest speakers from the community. Workshops have provided families with information about grade-level curriculum, Common Core State Standards, homework guidelines, DOE initiatives, parenting skills, how to assist their child(ren) in school, report card information, and where to find resources within the community are just a few examples of the parent workshops at PS 163.

Translators for Parent Teacher Conferences have been hired to communicate with families who speak Soninke (or understand a dialect similar to Soninke). Staff members in the school have also been identified and are ready to assist with parent communication as French, Twi, and Creole translators are needed or anticipated. It has been our experience that Soninke, French, Twi, and Creole translators are seldom used/requested when provided for the families who speak the above languages as parents/guardians prefer to have a family member or trusted neighbor discuss private issues concerning their children.

PS 163 is currently working to partner with PAL to provide a resource for afterschool childcare, homework help, and physical activities/clubs in a safe student-centered location within the immediate community. The expectation is that our families and students will have an additional option to address childcare afterschool, during school recess/vacations, and for the summer break. The number of identified spots is still in preliminary stages. Selection criteria will include components like parent involvement, consistent student attendance, family financial need, and whether or not the student is currently participating in an afterschool program for academic support. Parents must also be willing to consent to regular communication between PAL and PS 163 with regard to daily school attendance, monitoring progress at school, and adherence to a healthy Code of Conduct both at school and at PAL. While the above is not an inclusive list, these are some of the key criteria that will be used in the selection process for applicants who submit completed application forms. Once our school has been approved, PAL program coordinators will be able to reach out to families during workshops and family events. We anticipate being approved in time for the start for the school year 2012-2013.

Fieldtrips are encouraged throughout PS 163; our ELL teachers enjoy providing real-world/tangible experiences for our students. ELL teachers often encourage monolingual teachers to partner-up with their class and attend the fieldtrip. Parents are encouraged to chaperone and share in their child's learning experience. In addition to the Parent Coordinator's community outreach, guidance counselors help to locate services/resources for our ELL families who may have difficulty securing help due to language, culture, or "red tape." The parent coordinator (Betty Stewart) is visible and routinely converses with families about their needs or concerns. Ms. Betty is approachable and is constantly talking with parents individually, in small groups, workshops, school events, during arrival, and during dismissal. It is evident that she wants to help our families. Ms. Betty makes it her business to be outside during arrival and dismissal and makes herself available to meet with parents as they walk-in to ask questions or discuss situations/concerns. The PTA president is also visible and works with Ms. Betty to reach out to parents to create fundraising activities for the benefit of our children at PS 163.

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

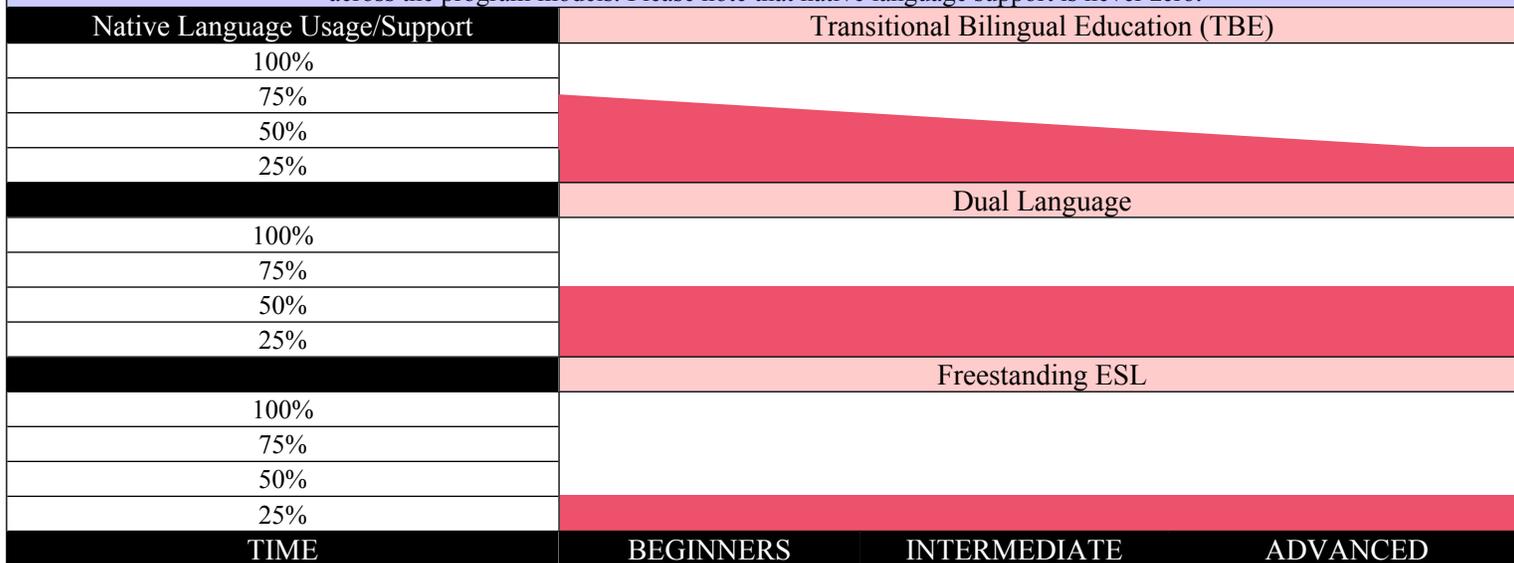
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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?

The NYC Scope and Sequence is used to plan, prepare, and deliver Science and Social Studies instruction. The cluster teachers at PS 163 teach Science in English to all classes K-5. Based on our assessment of the ELL testing data (NYSESLAT and State Standardized Tests), this year, Science teachers are meeting bi-monthly to discuss highly effective teaching strategies that will address our students needs and learning modalities. Meetings discuss the use of hands-on experiences, exploration, a clear mini-lesson with a clear focus, independent practice, small group instruction to provide guidance, explicit modeling, interactive technology, use of vocabulary in context, an accessible Science word wall in every classroom, visual supports next to the Science vocabulary, use of scaffolding and differentiation, teacher observations, and the use of Scientific expressive language in the areas of listening, speaking, reading, and writing. Within the Science bimonthly meetings, ESL (self-contained and push-in) and TBE strategies are discussed with the Science teachers to build community

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Typically ELLs are divided into small groups throughout the subject areas so that ESL and TBE teachers are able to differentiate, support, infuse ESL strategies, and provide real-world connections and activities using small group instruction throughout ELA, NLA, math, and social studies. TBE teachers provide NLA in Spanish to strengthen and support the development of the Spanish language throughout the four domains and have Spanish leveled text available to support Spanish instruction. ESL teachers provide support mainly in English. The use of romance language cognates and Native Language Support is made available in ESL classes in order to provide clarity of vocabulary and concepts. Four of the seven ESL teachers speak Spanish. In the instance where a language other than Spanish is needed for clarity, the children who understand that particular language are able to assist by providing peer support within the small group. The ESL teacher is able to check for understanding, adjust the lesson as needed, and proceed with the lesson while making observation notes. ESL teachers frequently speak with each other, share best practices, and go to other staff members/parents who may be able to assist with native language (other than English and Spanish) vocabulary support (e.g. French, Twi, Creole).

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All ELL students have the same access to learning as do non-ELL students. Each ESL/TBE class uses Smart Board technology, listening centers, dictionaries, lap tops, has access to digital recorders, digital cameras, poster makers, and color copies for visual support. Resources and materials are age, grade, and curriculum appropriate. Leveled text are provided below, on, and above grade-level reading to support instruction, practice, and independent reading. ELLs are invited to attend Extended Day as other students in the school. ELL students in testing grades 3-5 receive an additional 30 minutes of test-taking as a genre twice a week where they will have opportunities to practice applying reading and writing strategies, curriculum content vocabulary, and critical thinking skills to demonstrate comprehension and build confidence through repeated experiences. Students in grades 3-5 are also invited to attend afterschool support; current and former ELLs are part of the participants. Former ELLs are provided testing accommodations and support as stipulated by the NYC Office of English Language Learners. ATS reports allow the testing coordinator, Ms. Wolpuff and the Assistant Principal, Ms. Garcia to ensure that existing and former ELLs receive the appropriate accommodations.

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Based on our assessment of the ELL testing data (NYSESLAT and State Standardized Tests), this year, we have switched from Imagine

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)?

Paste response to questions 1-5 here

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.

At PS 163, we have a ten day cycle that provides opportunities for both grade-level and specialty area professional development and collaboration. For example, in addition to grade level meetings during a 10 day cycle (Day A-J; see attached), ESL teachers attend an additional professional development meeting during Day I of the 10 day cycle. Those in attendance include: all K-5 ESL teachers and providers (Susanne Orser, Johanna Escobar, Nichole Cooper, Anna Berlanga, James Flynn, and Anxhelina Prendi) self-contained Common Branch team teachers (Bree Arciola, David Caleb, Tracey Wilson-Davis, Jennifer Miceli, Dara Melgar, and the literacy coaches (grades K-2) Uzoije Awani and (grades 3-5) Jacqueline Johnson. Bilingual teachers meet on Day G (Colma Bodden, Leidy Acosta, Melissa Solano, and Nermis Calderon). Special Education teachers and providers meet on Day H (Glenda Sanchez, Daiansa Padin, Myra Cocolicchio, Danielle Gold, Rachel Boettigheimer, Sheree Kor, Raquel Hernandez (Speech & Language), Victoria Wilson (SETTS), Monique Seabrook (IEP Teacher), Anxhelina Prendi (Special Ed ESL provider), the coaches Uzoije Awani and Jacqueline Johnson, and Karen Bolles (Assistant Principal and Special Education Compliance Designee). As the Office of English Language Learners, CFN 109 Network Leader (Maria Quail), and CFN 109 Deputy Network Leader (Caterina DiTillio) send out PD opportunities related to ESL, Bilingual, and Special Education, the Principal and Assistant Principals (Ms. Bolles and Ms. Garcia) assign teachers for PD sessions that will develop their professional knowledge base to further develop effective teaching practices pertaining to ESL, Bilingual, and Special Education students. The school secretary maintains PD records that identify the respective: teachers, dates, times, locations, and the titles of each PD session attended. Meanwhile, our school's 10 day cycle of professional development and collaboration allows each grade and specialty teacher the opportunity to: share best practices, examine and discuss ELL data for patterns and trends, discuss the development and observed patterns within the four domains, examine NYSESLAT rubrics to norm grading, turn-key out-of-school PD sessions, and discuss professional articles and research based approaches to increase the current knowledge base of English language development. Our goal this year is to keep a pulse on how curriculum and language mandates affect our ELL learners. Our job as ESL, Bilingual, and Special Education pedagogues is to develop/fine-tune a K-5 language acquisition plan as a collaborative group in order to effectively develop our ELLs with more purpose and efficiency to reach English language proficiency throughout the domains of listening, speaking, reading, and writing.

During monthly grade-level meetings and Chancellor Conference Days, the IEP teacher (Monique Seabrook) works with paraprofessionals to provide professional development to strengthen how paraprofessionals support student learning and fulfill teacher directives. They discuss patterns of student behaviors, behaviors/signs that require intervention before crisis, strategies and techniques ("paraprofessional moves") that can be used to address potential situations to avoid crisis, as well as concrete examples of verbal and body language that may be used to obtain a desired result. It is essential that paraprofessionals develop healthy relationships with their students to ensure a safe and wholesome learning environment. All school staff (e.g. IEP team members (school based support team), office staff, guidance counselors, out-of-class teachers, AIS teachers, the SETTS teacher, the Parent Coordinator, and Special Education service providers) attend monthly faculty meetings and Chancellor Conference Days so that school initiatives, programs, goals, challenges, and interventions are explained and discussed. It is everyone's business to know what is going on in our classrooms, school, and community.

LAB-R/LAB testing is not done until the Kindergarten students show up in September; therefore, all incoming Kindergarteners receive a Welcome Packet that outlines "What to Expect" as students and their families prepare for Kindergarten. The Welcome Packet also identifies activities students and families can do to prepare for a smooth transition in September. We also work in collaboration with Head Start to provide a school tour during the month of June so that our incoming Head Start children have the opportunity to walk through the school, meet teachers, and ask questions. As our ELL students get ready to transition from elementary to middle school, our guidance counselor (Melissa Ortiz), parent coordinator (Betty Stewart), fifth grade teachers, Assistant Principal (Karen Bolles grades 3-5) and

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Translators for Parent Teacher Conferences have been hired to communicate with families who speak Soninke (or understand a dialect similar to Soninke). Staff members in the school have also been identified and are ready to assist with parent communication as French, Twi, and Creole translators are needed or anticipated. It has been our experience that Soninke, French, Twi, and Creole translators are seldom used/requested when provided for the families who speak the above languages as parents/guardians prefer to have a family member or trusted neighbor discuss private issues concerning their children.

PS 163 is currently working to partner with PAL to provide a resource for afterschool childcare, homework help, and physical activities/clubs in a safe student-centered location within the immediate community. The expectation is that our families and students will have an additional option to address childcare afterschool, during school recess/vacations, and for the summer break. The number of identified spots is still in preliminary stages. Selection criteria will include components like parent involvement, consistent student attendance, family financial need, and whether or not the student is currently participating in an afterschool program for academic support. Parents must also be willing to consent to regular communication between PAL and PS 163 with regard to daily school attendance, monitoring progress at school, and adherence to a healthy Code of Conduct both at school and at PAL. While the above is not an inclusive list, these are some of the key criteria that will be used in the selection process for applicants who submit completed application forms. Once our school has been approved, PAL program coordinators will be able to reach out to families during workshops and family events. We anticipate being approved in time for the start for the school year 2012-2013.

Fieldtrips are encouraged throughout PS 163; our ELL teachers enjoy providing real-world/tangible experiences for our students. ELL teachers often encourage monolingual teachers to partner-up with their class and attend the fieldtrip. Parents are encouraged to chaperone and share in their child's learning experience. In addition to the Parent Coordinator's community outreach, guidance counselors help to locate services/resources for our ELL families who may have difficulty securing help due to language, culture, or "red tape." The parent coordinator (Betty Stewart) is visible and routinely converses with families about their needs or concerns. Ms. Betty is approachable and is constantly talking with parents individually, in small groups, workshops, school events, during arrival, and during dismissal. It is evident that she wants to help our families. Ms. Betty makes it her business to be outside during arrival and dismissal and makes herself available to meet with parents as they walk-in to ask questions or discuss situations/concerns. The PTA president is also visible and works with Ms. Betty to reach out to parents to create fundraising activities for the benefit of our children at PS 163.

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)	33	19	25	13	4	4	0	0	0	0	0	0	0	98
Intermediate(I)	5	15	12	19	10	5	0	0	0	0	0	0	0	66
Advanced (A)	4	12	19	12	24	18	0	0	0	0	0	0	0	89
Total	42	46	56	44	38	27	0	0	0	0	0	0	0	253

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	3	5	3	1	2	2	0	0	0	0	0	0	0
	I	7	5	1	1	2	2	0	0	0	0	0	0	0
	A	20	26	3	25	12	12	0	0	0	0	0	0	0
	P	12	16	12	10	10	2	0	0	0	0	0	0	0
READING/ WRITING	B	5	21	8	4	3	5	0	0	0	0	0	0	0
	I	18	12	18	10	5	6	0	0	0	0	0	0	0
	A	8	17	13	22	17	6	0	0	0	0	0	0	0
	P	4	2	0	2	1	1	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	21	3	0	33
4	6	25	3	0	34
5	7	13	4	0	24
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	10	0	20	0	7	0	0	0	37
4	3	0	26	0	7	0	2	0	38
5	3	0	19	0	7	0	0	0	29
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	8	0	18	0	12	0	0	0	38
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	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:

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.

Please see the following attachments:

1. The ESL Progress Report
2. A sample of our Monthly Calendar (September - December 2011). The calendar reflects the 10 day cycle Days A-J. The 10 day cycle allows for professional development and collaboration time by grade-level and by specialty area (e.g. ESL, Bilingual, Special Education, and Science Clusters). Meetings always take place during 2nd period.

Part VI: LAP Assurances

School Name: <u>Arthur A. Schomburg Elementary</u>		School DBN: <u>09X163</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dilsia Martinez	Principal		11/4/11
Lorraine Garcia	Assistant Principal		11/4/11
Betty Stewart	Parent Coordinator		11/4/11
James Flynn	ESL Teacher		11/4/11
Jessica Rivera	Parent		11/4/11
Anamaria Rios Beltran	Teacher/Subject Area		11/4/11
David Caleb	Teacher/Subject Area		11/4/11
Uzoije Awani	Coach		11/4/11
	Coach		
	Guidance Counselor		
	Network Leader		
Dorothy Cabrera	Other <u>CB</u>		11/4/11
Suzanne Orser	Other <u>ESL</u>		11/4/11
Anna Berlanga	Other <u>ESL</u>		11/4/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 09X163 **School Name:** Arthur Schomburg Elementary School

Cluster: 1 **Network:** CFN109

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.

Home Language Surveys are the first source of information about each parent's predominant language. That information is entered into ATS. In addition, our Emergency Cards (Blue Cards) completed at time of student registration indicate parents' preferred languages. Data from ATS supports that the predominant language in our school is Spanish. In order to accommodate translations in Spanish, staff members provide written translations related to parent information, notifications, and letters. Staff members have been identified to assist with other languages. These staff members serve as translators during meetings between families and the school. Spanish speaking staff members are always on hand to serve as translators during Parent Teacher Conferences, Parent Association meetings and workshops. We also utilize the NYC DOE Translation and Interpretation Unit as a translation resource as needed. Family members and trusted neighbors are also available to assist with home-school communication.

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

The predominant language in our school is Spanish. Based on the information in ATS (as stated in Part A: #1), translations are provided for written and oral communications by the NYC DOE Translation and Interpretation Unit and/or staff members. Other parents also support non-English speaking parents regarding notifications that are sent to parents regarding student performance, AIS offerings and expectations for parent participation. Major findings and needs are reported and discussed at School leadership meetings and supports for parents are noted and in our annual CEP.

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.

Staff members have been identified to assist with translations. These staff members serve as translators during meetings between families and the school. Spanish speaking staff members are always on hand to serve as in-house translators. We also utilize the NYC DOE Translation and Interpretation Unit as a translation resource as needed. Family members and trusted neighbors are also available to assist with home-school communication. Translators are solicited for parent-teacher conferences from in-house staff members, family members, trusted neighbors, parent volunteers, and outside vendors to provide translating services when necessary.

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 services are provided by in-house staff first, family members, trusted neighbors, parent volunteers, and outside vendors when necessary.

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>.

P.S. 163 utilizes the translation services offered through the Translation and Interpretation Unit. On other occasions, in-house staff members, family members, trusted neighbors, parent volunteers, and outside vendors are utilized in order to fulfill Section VII of Chancellor's Regulations A-663.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Arthur A. Schomburg Elementary	DBN: 09X163
Cluster Leader: Corinne Rello Anselmi	Network Leader: Maria Quail
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 116
Grades to be served by this program (check all that apply):
<input type="checkbox"/> *K <input type="checkbox"/> *1 <input type="checkbox"/> *2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 9
of certified ESL/Bilingual teachers: 7
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Supplemental instructional services aimed at improving outcomes for LEP or ELL students to attain English proficiency while meeting New York State academic achievement standards is based on the analysis of the New York State English as a Second Language Achievement Test (NYSESLAT), the results from Fountas and Pinnell Reading Assessment, and ongoing teacher conferences and observations. These services are offered to 116 total targeted students on Saturdays at PS 163. For the 2011-2012 school year, we have 4 programs for ELLs which are provided by 7 ESL/Bilingual certified teachers and two content area teachers. The programs are:

The Saturday ELL Elementary Academy will target ELLs from Grades K-5. Bilingual and/or ESL licensed providers will meet with targeted 36 ELL students in grades 3, 4 & 5 from 9:00 a.m. to 1:00 p.m. from January through June 2012 to provide explicit instruction and substantial coverage of the five key areas of reading which includes: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Implementing research based strategies, such as: contextualizing, bridging and text-representation related to curriculum content units of study, and providing multiple real-world connections via out-of-classroom/fieldtrip experiences to internalize curriculum learning and language development.

Our Movement & Arts Enrichment Program is an ESL Oral Language Development Program that will enable 48 ELL students in grades K - 2 to develop oral language proficiency. The Saturday ELL Elementary Academy will meet from 9:00 a.m. to 1:00 p.m. Kindergarten students will have two cycles of 12 students each: 6 sessions each cycle. Each Kindergarten cycle will connect songs, rhymes, and Language Common Core State Standards to movement/dance. Additionally, each cycle will plan one fieldtrip that will help internalize the use of appropriate expressive language. Grades 1 and 2 will meet for one cycle beginning January 7th through June 9th; each grade will service 12 students. Grade 1 will use Language Common Core State Standards to deepen their comprehension of poetry, lyrics, and rhymes while infusing movement to convey meaning. Grade 1 will plan two fieldtrips that will support students' confidence and promote consistency when using expressive language to convey comprehension. Grade 2 will use ELA and Language Common Core State Standards to transform curriculum areas to reality. For example, students will engage in cooking activities to learn about procedural text. They will learn how to set a budget, select a menu within the budget, travel to the supermarket, shop, read labels, prepare food items, measure, and follow directions to make a dish and enjoy it with friends. Grade 2 will plan two fieldtrips that will support students' in-class activities to real-world experiences to promote the appropriate use of expressive language to convey meaning.

New Immigrant Program is offered to 24 students newly arrived or interrupted prior schooling. ESL and bilingual providers will provide instruction in groups with a staffing ratio of 12:1. This program is aimed at supporting new immigrants as they acclimate to the school system in New York City. Small group

Part B: Direct Instruction Supplemental Program Information

instruction will enable student's individual needs to be met and support the boys and girls keep pace with the requirements in their classroom. Using the AWARD Reading program, Earobics, games, songs, poetry, chants, and choral reading teachers will be able to focus on the form, function and content of language students will need to use within the English language classroom. The program is taught on Saturdays from 9:00 a.m. to 1:00 p.m. Students will also use digital technology to record themselves as they read their favorite books. They will develop a collection of books and CDs to take home and practice the English language to develop phonemic awareness, fluency, vocabulary, oral expression, and reading comprehension. The students will also participate in two fieldtrips that will help internalize language development with real-world experiences.

SIFE students will receive a smaller group ratio of 8:1. The students will participate from January 7th through June 9th from 9:00 a.m. to 1:00 p.m. SIFE students will receive curriculum based instruction based on proven the areas of need. The goal is to provide immediate relevance and interconnectedness whereby students receive some immediate benefit from the lessons. Content and Language Common Core State Standards will be used to support content areas of study. Instruction will take into account students' background knowledge and create shared learning activities that will allow students to share responsibility, collaborate, and help each other learn. Oral and written opportunities will also be infused to help the students learn how to derive meaning from print. Academic tasks will be created to develop critical thinking skills. Tasks will be scaffolded by using familiar language and content to create successful learning opportunities and dynamic discussion. SIFE students will go on a fieldtrip after every third session's unit of study. This will allow students to internalize academic vocabulary and curriculum units of study with real-world experiences as students begin to take more individual accountability for their learning.

The Award Reading program will be used for the Saturday ELL Elementary Academy. The online tutorials provide 24/7 access for teachers on a variety of topics that address the needs of ELL students. The AWARD Reading program provides individualized instruction using technology to improve the literacy. Research states that ELLs using AWARD significantly outperformed control subjects in rhyming abilities, vocabulary development, emergent reading abilities, and listening comprehension. In addition, Earobics Foundations/Connections (a multisensory interactive approach that develops key literacy skills needed for reading comprehension) will be used to offer students the opportunities to practice their comprehension strategies on their demonstrated level of language ability. This will allow students to gain confidence as they develop abilities to use oral language to convey meaning.

Part C: Professional Development

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

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

Part C: Professional Development

- name of provider

Begin description here: Teachers who provide instruction and services to our ELL population participate in workshops offered by the OELL. At the school, our 2 coaches (which includes 1 licensed ESL teacher) provide our bilingual/ESL teachers professional development opportunities, every ten days, from September to June, which assist with the integration of listening, speaking, reading and writing skills into daily instruction. Our workshops focus on teaching reading compressions strategies, vocabulary development, building and activating background knowledge, assessment of ELLS, and the effective use of strategies which are cited in professional books such as Kids Come In All Languages: Reading Instruction for ESL Students and The Natural Approach: Language Acquisition in the Classroom. These books contains practical information on teaching reading to culturally and linguistically diverse students who come to the New York City classroom with a broad range of experiences. Title III funds are not used to support this effort.

Bilingual/ESL Title III staff will participate in a full day of PD focusing on the effective use of the AWARD Reading Program and Earobics. In addition to the full day of PD offered on site, our teachers continue to learn more by viewing video tutorials online. The online tutorials provide 24/7 access for teachers on a variety of topics that address the needs of ELL students. The AWARD Reading program provides individualized instruction using technology to improve literacy. Research states that ELLs using AWARD significantly outperformed control subjects in rhyming abilities, vocabulary development, emergent reading abilities, and listening comprehension.

Part D: Parental Engagement Activities

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

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

Begin description here: Our ELL Parent Activities will take place during the school year once a month from February through May for parents of identified ELLs interested in learning about their rights and responsibilities. Parents of our ELL students will receive invitations (via student folders) to attend. The sessions will be provided by ESL and Bilingual Licensed Providers during the school day between 9:36 and 10:26 a.m. Sessions will cover ELL City and State Regulations such Part 154, Identification Process: Why is My Child Called an English Language Learner? What are the Routines in the Bilingual/ESL Classroom, What Kind of Programs are Available to My Child? Effective Classroom Practices that support the ELL student, Language Power and Identity: How can I help at Home, Visits to Cultural Institutions as well as other items determined by the identified needs of the parents who have ELL students enrolled at PS 163. The ELL Parent Program will not be funded by Title III monies. Additionally,

Part D: Parental Engagement Activities

students who are participating in the Saturday ELL Academy will be encouraged to have their parent visit classroom hands-on activities as well as chaperone fieldtrips. This will promote a greater understanding of curriculum related topics and academic expectations.

Part E: Budget

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

Allocation Amount: \$

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