



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: PS 161 THE CROWN SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 17K161

PRINCIPAL: MICHAEL JOHNSON **EMAIL:** MJOHNSO10@SCHOOLS.NYC.DOE

SUPERINTENDENT: BUFFIE SIMMONS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Michael Johnson	*Principal	
Marjorie Cyprien	*UFT Chapter Leader	
Demetrius Lawrence	PTA President	
Dion Willis	Member/Parent	
Rosario Paul	Member/Parent	
Ronald Rivette	Member/Teacher	
Juanita Brown	Member/A.P.	
Marilyn Norfleet	Member/Teacher	
Michelle Williams	Member/Teacher	
Fred Baptiste	Member/Parent	
Jerome Tate	Member/Parent	
Josette Graham	Member/Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“Across classrooms teaching practices are aligned to the curriculum and set on the belief that students learn best in a student friendly environment where their needs are met. Teachers across classrooms use different resources to meet the needs of most students in their classrooms. The school uses both the Open Court and Journeys reading programs in English language arts, and Everyday Math. Currently, both programs afford teachers different resources to meet the needs of all students and teachers create a risk free environment for students to be able communicate and share their learning. Additionally, teachers actively use data to differentiate their lessons and activities. However, it is not evident that this process has been granular enough to meet student’s individual needs, therefore impacting individual student success and performance.”-(Quality Review, 2011-12, page 5)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 2.2 School leader’s vision

 2.4 School leader’s use of resources

 2.3 Systems and structures for school development

 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, there will be an improvement in teacher effectiveness as evidenced by 50%, of teachers rated effective/highly effective in competencies 1e and 3b, for at least half of their informal/formal observations measured by *The Danielson Framework for Teaching and Learning*.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - strategies/activities that encompass the needs of identified student subgroups,
 - key personnel and other resources used to implement these strategies/activities,
 - identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - timeline for implementation.

Instructional strategies/activities:

- The Teacher Effectiveness Talent Coaches and school staff will focus on competencies 1e and 3b (1e Designing Coherent

Instruction, 3b Using Questioning and Discussion Techniques, respectively in order to improve the quality of lesson planning among teachers, as well as promote successful execution of sound lesson planning.

- From September to June 2013, school leaders will conduct a minimum of (2) formal and (6) informal observations per teacher, using the Danielson Framework to provide timely and actionable feedback (actionable meaning there is a specific next step/strategy a teacher can employ in order to reach a desired result)-
- School leaders will provide forums in order for teachers to share best practices related to the select competencies and allow time for inter-visitations (using ARIS Learn data to determine which teachers have mastered the select competencies so they may model for others in order to build capacity)
- The school leaders will track informal and formal observations and perform more than the minimum for teachers as deemed necessary by ARIS data
- AUSSIE consultant will work with teachers 2 times per week for 15 weeks for a total of 30 onsite visits. Consultants will work primarily with competency 1e, Planning and Preparation and curriculum mapping.
- Along with the Talent Coaches, school leaders will examine teacher effectiveness data in ARIS, on a monthly basis, and use this data to inform school-wide professional development plans as well small group/individual teacher support as well
- Schedule time for teacher teams to meet weekly to build common language and understanding of what effective lesson planning looks like, including examples of related student outcomes.
- Monitor teachers use and implementation of ARIS Learn resources for 1e and 3b by creating & implementing an Exit Slip Drop Box in which teachers complete a uniform exit slip which states a strategy they can adopt right away and a something they plan to put into practice in the future, along with the materials and/or assistance they will need in order to begin.

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - ❖ Focus money will be used to hire AUSSIE consultants to work with teachers in groups and individually. Funds will be used to cover the cost of per session and per diem for substitutes.
 - AUSSIE consultant; 2 times per week for 15 weeks for a total of 30 onsite visits. Consultants will work primarily with competency 1e, Planning and Preparation and curriculum mapping.
 - Per session for professional development for all teachers to facilitate understanding & internalization of designated competencies. We will have two per month for two hours each for 15-20 teachers.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“School leaders, teacher teams, and individual teachers, consistently use a variety of tools such as Acuity, ARIS, a variety of school and teacher created excel sheets, and benchmark data, to capture student needs and strengths across the grades. School leaders also share school wide data during teacher team meetings. The information gleaned from this analysis is used during teacher team meetings to align overall student needs and strengths with the supports and resources needed to improve academic success. It is evident teachers are aware of the general needs of the students in their class. They are also able to facilitate different activities based on those group needs. However, there is limited evidence on how teachers and school leaders are organizing, consistently tracking, and using the collected data in a cohesive manner to inform school and classroom level curricular decisions that are aligned with the school wide goals.”- (Quality Review, 2011-12, page 6)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 3.2 Enacted curriculum

_____ 3.4 Teacher collaboration

_____ 3.3 Units and lesson plans

 X 3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 95% of grades 3-5 and 7 & 8 teachers will use ACUITY to inform curricular decisions in both English language arts and math as evidenced by informal and formal observations focusing on 1e and 3d. This is to ensure teachers are properly using data when planning instruction and monitoring for student mastery throughout execution. As a result, instruction will be more targeted to meet individual student needs.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Instructional strategies/activities: School leaders, with support from the data specialist and lead teachers will:

- Establish assessment protocols and distribute to all teachers the first week of school, September 2012.

- Provide ongoing professional development in ARIS and ACUITY web-based system to all teachers
- Hold weekly teacher team meetings to share and review data, including student work
- Provide data analysis support after each ACUITY interim Assessment administration.
- Based on the data, students will be identified for academic intervention services (extended day, after school, and Saturday school)
- Monitor the use of data binders and how they inform instruction via formal and informal observations and monthly 1-1 data meetings.
- Hire F-Status teacher to offer additional AIS support.
- Purchase ipads for the staff to have the ability to constantly access Aris and Acuity
- Purchase class sets of ipads (90) so students can access acuity and complete assignments tailored for them.
- Hire Para-professional to offer additional academic support.
- Provide additional professional development in data collection and analysis, and the alignment of the unit goals and data driven decision-making.
- Ensure teachers regularly conference with students in order to address their strengths, weakness, and next steps
- Provide structured remedial intervention for at-risk students during allotted extended daytime.
- Ensure teachers to use scaffolding strategies and other differentiation strategies acquired from professional development workshops and by the sharing of onsite best practices

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - ❖ Title I Priority/Focus
 - Funds will be used to provide hardware that will support the usage of Acuity by students (90 iPads). Funds will be used to cover the cost of teachers for the after school and Saturday school programs.
 - After school AIS Per session; 16 teachers at 2 hours/day, 2 days/week, from December through May

- Saturday school AIS Per session; 8 teachers at 3 hours/day, once a week for 18 weeks, from October through April.
- Saturday school per session for 1 paraprofessional at 3 hours/day for 18 weeks
- Afterschool per session: 1 supervisor 2 hours/day, 2 days/ week, December through May
- Saturday school per session: 1 supervisor, 4 hours/ day, 18 weeks, October through April
- Technology to facilitate implementation of after school and Saturday school programs
- After school professional development for Aris and Acuity training,
- ❖ Title I School Success Grant
- ❖ TL Fair Student Funding

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“As a response to information gathered from data analysis, school leaders and faculty acquired a new reading program for grades 3 through 5 that brings many resources to assist teachers with differentiation. The school leaders and teacher teams are creating curriculum maps that encompass the Journeys expected lessons as well as the needed targeted skills. Teachers are beginning to identify needs of students and embedding them into the maps. The rationale is that these needs will be targeted in future curricular units to support students’ mastery. Though this process has produced a few curricular maps that support different learners, align the CCLS to the Journeys curriculum, and are living documents, the process is still at an early stage. Furthermore, there is not yet sufficient evidence that there is an impact on building alignment between what is taught and the learning needs of students to accelerate student learning.”- (Quality Review, 2011-12, page 5)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By May 2013, teachers will implement a rigorous and coherent curriculum, aligned to the CCLS, by engaging all K-5 students in (2) literacy tasks strategically aligned to select CCLS (both those mandated by CIE as well as those determined as areas in need by state exams, Periodic Assessment, and classroom data). By May 2013, all grades 7 & 8 students will complete (8) tasks, two in each content area, (ELA, math, science, and social studies aligned to the CCLS and aforementioned standards and data. By May 2013, all K- 5 students will engage in (2) math tasks strategically aligned to select CCLS (as per CIE and school-based needs) and are embedded within units of study that require fluency, application, and conceptual understanding.

These tasks will be adopted from the DOE Common Core library and modified by looking at student work, especially that pertaining to the same literacy task and math tasks implemented during the 2011-12 school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation

Instructional strategies/activities

These tasks will engage students in more challenging assignments that will accelerate their learning, deepen their conceptual understanding, and strengthen their ability to use textual evidence in writing and discussion. The mathematical units of study will strengthen students' fluency, application, and conceptual understanding. These units of study will provide multiple entry points for students.

By June 2013, we will be implementing two researched based programs, *Imagine Learning* which is language and literacy computer adaptive program for Early Childhood Education that support English Language Learners struggling readers and students with disabilities. It has measurable gains that include academic language, research-based literacy, and tutoring technology. Read 180 is a reading intervention program. It is a comprehensive system of curriculum, instruction, assessment, and professional development, proven to raise reading achievement for struggling readers. These programs address the needs of all our diverse learners. These computer adaptive programs are tailored to meet the needs of our lowest 3% or English Language Learners, students with disabilities, and struggling readers.

- AUSSIE Educational Consultants for curriculum mapping and aligning the curriculum to the Common Core Learning Standards
- Read 180
- Imagine Learning
- Purchase of computers for implementation of Read 180 and Imagine Learning
- Mimios
- Classroom Libraries
- Material to support extended day (Rally Education and Exemplars), after school (Finish Line and Scholastic), and (Ready)

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - ❖ Title I Priority/Focus
 - ❖ Focus money will be used to purchase online programs as well as the hardware (90 tablets) to support the programs. Students in grades 3-8 will be able to use the program during school and extended day and at home. Home usage will be monitored by the teachers. Funds will also cover the costs of leveled libraries. Students will have baggies of just right books to use for their independent reading.
 - AUSSIE consultant; 2 times per week for 15 weeks
 - Leveled libraries for every classroom, Libraries will be purchased from Booksource, at least 3 libraries for each classroom (below level, on-level, and above level)
 - Read 180 program from Scholastic. Purchase is for a school site license.
 - Imagine Learning. Purchase is for a perpetual school site license.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

School staff and parents share that the school's tone and safety has improved very much this year. The number of incidents during dismissal outside the school has decreased and more parents are involved in maintaining order at this time. The school has created the PRIDE committee to discuss and improve the safety and discipline of the school. Although many strategic changes have taken place, the school does not yet have sufficient additional supervision during dismissal time and the school day, thus hindering maintaining a calm, orderly environment. (Quality Review, 2011-12, page 5)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Develop a positive, collaborative classroom and school environment that promotes academic and personal behaviors that are integral to college and career readiness. This will be evidenced by a decrease in the number of incidents in OORS.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Instructional strategies/activities

Implementation of PBIS

In alignment with the school's beliefs about how children learn best and the school mission to develop students socially as well as academically, we have incorporated the following (these programs will be led by teachers with the anticipated outcome of the students learning skills that will help them succeed in college and in their careers) :

- Arts programs (during and after-school)
 - Steel Pan orchestra
 - Violin Program

- African Dance
- Contemporary Dance
- Dancing Classrooms
- Partnership with the Shubert Theater Arts Program
- In school Arts residencies with Marquis Studios
- Athletics
 - Basketball Team
 - Track Team
 - Step Team
- Character Education
 - Boy Scouts
 - Relief efforts for Hurricane Sandy victims
 - Service Learning
 - Collaboration with NYPD and the middle school students

Special Assembly Performances

- School Dances
- Career Day

P.S. 161 is engaged in several practices which we feel are exemplary in evidencing organizational and instructional coherence. Examples include the integration of our reading curriculum, extending planning for teachers, professional development opportunities for teachers and participation in an arts program to increase critical thinking skills.

VTS – The Visual Thinking Strategies program presented at the Brooklyn Museum and other NYC museums, is a 3 year program which includes staff trainings as well as classroom co-teaching. The goal is to develop critical thinking skills through the use of the visual arts and to help increase writing proficiency. Our belief is that this program will build classroom discussion, develop critical thinking skills, as well as improve writing skills across the content areas. During the 2012-2013 school year, 5 teachers are being trained in VTS techniques and curriculum.

Our parents are also an integral part of our school community. We have parent volunteers who provide assistance in the classrooms, as well as in the lunch room. We have a parent dance group and a parent nutrition program. The Parent Coordinator hosts workshops on a variety of topics, such as:

- ARIS
- Safety
- Common Core Learning Standards
- Helping Your Child at Home

We participated in the “Dads Walk Your Child to School” campaign for the second year. Over 125 fathers and father figures participated.

We are planning a workshop to be held in the spring titled, “Preparing Your Child for College and Career Readiness” with keynote speaker Baruti Kafele.

Budget and resource alignment

• Indicate your school’s Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

❖ Title I Priority/Focus

- Per session for 7 teachers for 2 hours/day, 2 days per week for 25 weeks from November to May for dance, band, steel pan, basketball
- Purchase of common core books and parent guides for parent workshops
- Purchase of materials to support Positive Behavior Intervention System

❖ Title I School Success Grant

- Art residency to support the arts during the school day. 5 residencies will be purchased through Marquis Studios to run for 10 weeks from April through June

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

How often during the school year have you; received information on services for your child or for you, such as; tutoring, after school programs, or workshops, you can attend to help your child?

- Thirty seven percent of parents stated that more than once a month they have received information on services for either themselves or their child.
- Thirty one percent of parents stated that about once a month they received information on services for either themselves or their child.
- Sixteen percent of parents stated that once every few months they received information on services for either themselves or their child.
- Thirteen percent of parents stated that once or twice this school year they received information on services for either themselves or their child.
- Three percent of parents stated that they never received information on services for either themselves or their child. –Learning Environment Survey 11-12, page 5.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, as per the Learning Environment Survey, 75% of our parents will indicate that they received information, at least once a month, on their child’s progress, as well as for workshops designed to support student learning at home

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Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement and engagement

- School Monthly Calendar to keep parents informed of school and community wide activities
- School website-www.ps161.org
- School Messaging System
- Mid-marking period progress report
- Parent workshops
- Parent Nutrition Program
- Parent Fitness Group
- Parent engagement forum "Getting Your Child College and Career Ready"

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title IA X Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - ❖ Title I Priority/Focus
 - CCLS materials for parents. Common core parent guides will be purchased for parents.
 - Workshops for parents on CCLS. At least 3 workshops to be held for parents about the common core standards.
 - ❖ Title I Priority Focus Parent Engagement
 - Translation machines to be purchased to engage our ELL parents
 - Purchase of incentives to increase parental involvement

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Read 180	Small group	During the school day
	Imagine Learning	Independently on the computer	During the school day
	Rally- Understanding Complex Reading	Tutoring	Extended day
	Curriculum Associates-Ready	Small group	Saturday School
	Scholastic- Investigators	Small group	After school
Mathematics	Math Exemplars	Tutoring	Extended day
	Finish Line	Small group	After school
	Curriculum Associates-Ready	Small group	Saturday School
Science	1. As part of intervention,		

	<p>content-based reading is being used with 3rd, 4th, and 5th grade through non-fiction units in reading and writing.</p> <p>2. Staff work with students in small sessions.</p> <p>3. The science enrichment teacher provides at least one period a week of hands-on inquiry based sessions for K, 1, 2, 3, and 5th grade. Fourth graders are provided with weekly sessions in preparation for the science assessment in May.</p>		
<p>Social Studies</p>	<p>1. The informational texts in Houghton Mifflin Harcourt Social Studies New York City provide opportunities to apply, extend, and enrich what we are already teaching in Houghton Mifflin Harcourt Journeys. The Integration Guide shows how to:</p> <ul style="list-style-type: none"> ● Teach comprehension strategies in reading and apply them in social studies ● Teach comprehension skills in reading and review them in social studies ● Teach writing and grammar in reading and apply them to social studies <p>Leveled books enhance student learning through application of skills and strategies.</p>		

	<p>2. Staff work with students in small group sessions.</p> <p>3. Although social studies is integrated in our reading and writing curriculum, students from PK thru 5th grade are provided with at least one period a week of social studies enrichment.</p>		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		One to one, small group	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Strategies for attracting Highly Qualified Teachers (HQT)

Recruitment

- Administrative staff will regularly attend hiring fairs to identify and recruit highly qualified teachers for our school.
- Our pupil personnel secretary will work closely with our CFN -401 HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors will continue to be assigned to support new and struggling teachers.
- Administration will continue to provide a supportive school community where collaboration, commitment and dedication are fostered.
- We will continue to support the teachers in their ongoing education which will lead to the completion of a license / tenure making them highly qualified teachers.
- Teachers will only be programmed based on their area of expertise and licensing.
- We will reach out to our CFN-401 Network Human Resources department as well as local universities such as Bank Street, New York University, Fordham, Lehman and Mercy College for potential graduates that will be the best match for our school community.
- We will provide professional development opportunities for newly hired teachers to enhance their professional growth as well as participate in the development of curriculum.
- School leaders and teacher peers support the development of teachers, including those new to the profession, with effective feedback and next steps from a strategic use of short, frequent cycles of classroom observation and student work/data.

Retention, Assignments and Supports

- Teachers throughout the school will be provided with high quality professional development across the grades to support teachers in implementing instruction in accordance with the Common Core Learning Standards.
- We will continue to support teachers in designing rigorous and challenging tasks that are aligned to the Common Core Learning Standards.

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 Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes

providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

- Schedule ARISParentlink workshops so parents can review their child' progress after each Acuity assessment so they are able to discuss progress with teachers
- Identifying what languages are spoken at PS 161, locating translators, and communicating translation protocols for school staff
- Parent workshops on 1) School Accountability Reporting 2) Title I Funding 3) Child Health/Wellness 4) College Preparation and Readiness 5) Effective Communication and others as may be deemed beneficial and /or necessary
- Parent surveys to assess parental needs
- A reconstituted PAC and a restructured PTA that include new Standing Committees to coordinate parent activities and encourage involvement
- Family Day / "Dads Take Your Kids to School Day"
- Additional modes of communication to include a PS 161 Facebook Page and PTA Blogspot page, and a standard parents folder for all school communications Identifying homework assistance resources
- Family incentives for school participation such as prizes for classes with the most parent involvement
- Parent Ambassadors for each class to help improve communications and relations among parents

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Nichele Manning Andrews	District 17	Borough Brooklyn	School Number 161
School Name The Crown School			

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

Principal Michael Johnson	Assistant Principal Timothy Solomon
Coach Joy Sylvester- Literacy Coach	Coach T. Lee- Math Coach
ESL Teacher Yi Jun Han	Guidance Counselor O. McDonald
Teacher/Subject Area J. Streets- Reading	Parent Peggy Chambers
Teacher/Subject Area M. Pooser- Math	Parent Coordinator Gloria Arthur
Related Service Provider L. Boston	Other T. Lee- Math Coach
Network Leader Nichele Manning Andrews	Other NA

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
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	827	Total Number of ELLs	19	ELLs as share of total student population (%)	2.30%
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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. 

1. Upon registration the parents complete the HLIS forms with administering the HLIS which includes the informal oral interview in English and in the native language. For all admits, eligibility for LAB-R testing, done only once during the student's school year is based on the responses to the Home Language Survey. As new students register throughout the school year, the same process and criteria are used. ELLs in our school are annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). Those who test out are deemed P(Proficient).

1a.

- We administer the HLIS and conduct an oral interview with both students and parents to determine the languages with the HLIS are completed.
- The interview along with the HLIS are completed with parents using the parents' native language. In the event that the school does not have an interview, we will conduct the DOE Translation Unit.
- One of the pedagogues trained in the intake process determines the students' home language based on the assessment of the HLIS and interview. Once the student's home language is determined to the language other than English, the student is LAB-Red by an ESL teacher.
- Students who scored below the LAB-R out-off scores are entitled for ESL/bilingual services. Entitled Spanish speaking students are also administered the Spanish LAB.
- The parents of all entitled students are invited to a parent orientation.
- The entire process is completed within the first 10 days of student enrolment.
- All entitled students are assessed with the NYSELAT in the spring.

1b.

- The languages are spoken by the ESL teacher Yi Jun Han are English and Chinese. The languages are spoken by the Related Service Provider Ms. Cordova are English and Spanish.
- The ESL teacher Yi Jun Han is a certified ESL teacher. Ms. Cordova is a certified Special Education teacher.
- The certified teacher Ms. Cordova is administering HLIS and LAB.
- The certified teacher Yi Jun Han is administering LAB-R.

1c.

- Steps taken to ensure all ELLs receive the NYSELAT annually

- 1) We will administer the NYSELAT to all ESLs in our school regardless of physical location of the student, classification as disabled, or number of years of service, until proficiency is attained as reflected in the score achieved on NYSELAT.
- 2) The ESL teacher Yi Jun Han will be administering these tests will become familiar with the directions in the manual. The school will schedule an orientation session to allow the test administer with training in the administration and scoring of the test.

- 3) Before the days that the NYSESLAT is to be administered, we will prepare answer sheets for each student taking the test.
- 4) We will prepare the testing rooms.
- 5) We will plan to administer the test at a later date to all students who are absent when the test is initially given.
- 6) Orientation of Students

We will inform the ESLs about the NYSESLAT a few days before its administration. We will tell the ESLs that the test is designed to show how well they can listen to, read, write and speak the English language. We will make announcements in such a way to increase the students' interest in the test and at the same time not cause them to become overly concerned. We will explain the general types of questions they should expect to see on the test and the procedures they should follow in recording their answers.

- 7) Notification of Parents

We will inform parents / guardians of the dates of testing and the purpose of the test. We will ask them to encourage their students to do their best to ensure that their students are well rested on the dates of testing.

- 8) We will inform them that the NYSESLAT Parent's Guide can be found at <http://www.p12.nysed.gov/osa/nyseslat>.

- Names of pedagogues / title of pedagogues

The certified ESL teacher Yi Jun Han will administer the NYSESLAT.

- ATS reports will be used to determine NYSELAT eligibility.
- Procedures for ensuring four components of NYSESLAT are administered.

- 1) The Speaking subtest must be administered to our ESLs individually at a location separate from other students.
- 2) The listening, Reading, and Writing subtests must be administered to groups of students. The make-up test dates are any dates that remain in the primary administration period.
- 3) Our ESLs with disabilities should be provided the testing accommodations specified in their IEP or Section 504 Accommodation Plan (504 Plan).
- 4) Our ESLs with disabilities must be provided with the testing accommodations authorized by the IEP or 504 Plan, with two expectations:
 - a) The Reading subtest may not be read to any student.
 - b) For the writing subtest, our ESLs may not receive assistance with or have their responses corrected for spelling, grammar, paragraphing, or punctuation.
- 5) The school must supply CD players for administering the Listening subtest to students in Grades 2 and above.
- 6) We will plan and administer the test at later date to all students who are absent when the test is initially given, The make-up date(s) can be any time within the designed testing period.

2. Our school's written translation and oral interpretation are used to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL).

- All parents are provided with appropriate and timely information they can understand.
- The written translation needs of the school are the following:
 - a. Home Language Surveys
 - b. Parent Survey and Program Selection Form
 - c. Translated parent notices from our school the DOE
- The oral interpretation needs are the following:
 - a. Oral translation at the orientation session of the parents of newly arrived bilingual students.
 - b. Oral translation at interviewing parents
 - c. Oral interpretation when principal, guidance counselors, teachers have a conference with parents
 - d. Use of translators to make phone calls to parents when it is necessary
- During the parent orientation, the video is presented to parents informing them of the three available in NYC public schools: Free Standing ESL, Transitional Bilingual, and Dual Language.
- This session is conducted by the ESL teacher along with an assisting staff comprised of the family worker and the parent coordinator.

- This team assist with translation and interpretation.
 - A copy of the NYC guides for parents of ESLs describing the three programs is handed to parents at the orientation in their native language.
 - We will give the Parent Survey and Program Selection forms to all participants to make inform decision about the preferred program for their children.
 - The school informs parents of the requirements for TBE program formation that is a minimum of 15 students in two contiguous grades speaking the same language whose parents chose such program. Our school does not have the warranted number of the students to form a bilingual program, the school informs parents of sites within the district where bilingual programs are offered.
 - Parents either accept to transfer their children to another school with such program, or reject the transfer and opt to have their children participate in the school’s ESL program.
 - Students are then placed in their parents’ preferred program within their first 10 days of enrollment.
3. Parents of ELLs are notified in the languages they understand of Parent Survey Program Selection forms, and entitlement letters.
- All of these forms are printed in all the necessary languages applicable to our school so that parents can more readily understand and make informed choices.
 - To further facilitate parental enrollment and understanding all of these forms to parents are translated. If Parent Survey and Program Selection forms are not returned, translators on our staff are provided to facilitate meaningful communication between parents and administration/staff.
 - At the Parent Orientation, we discuss standards, assessments, school expectations, community resources as well as program choices. This helps parents of ELLs to become active knowledgeable members of our school learning community.
4. Performance levels on the LAB-R determine ELLs’ entitlement.
- The new students who are entitled are tested with LAB-R and/or Spanish and placed in ESL program at our school.
 - Those students who have already been NYSESLAT tested last spring and scored on the B (Beginning), I (Intermediate) or A (Advanced) levels continue participating in SSL instructional program.
 - Our school strives to strengthen the home school relationship, increase parental participation in school activities and involve parents in the educational process. A school walk-through with translators is provided to inform ESL students and their parents about the school ESL program, school environment, and expectations.
5. The trend in program choices that parents have requested is that 90% of parents have chosen ESL services rather than bilingual or Dual Language instruction.
- Their most often expressed sentiments is that they want immersion in the new language, English, along with support of ESL services which they feel helps their children learn English faster.
 - The minority of native Spanish speaking parents request bilingual and/or dual language.
 - The majority of native Haitian Creole speaking parents request the ESL program, with a small number requesting bilingual and/or dual language.
 - Parents who are native speakers of other languages predominantly select ESL.
6. The ESL program offered at our school is aligned with parent requests. The few parents who request programs not available at our school are offered transfer options.s 1-6 here

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	0
SIFE	7	ELLs receiving service 4-6 years	2	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											0
Dual Language											0
ESL	17	7	0	2	0	0	0	0	0		19
Total	17	8	0	2	0	0	0	0	0		19

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	EL	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			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	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									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	1													1
Chinese														0
Russian	1				1									2
Bengali														0
Urdu														0
Arabic	3		1		2	1	4							11
Haitian			1	1	1	1								4
French			1											1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	5	0	3	1	4	2	4	0	0	0	0	0	0	19

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

A. Programming and Scheduling Information

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?

1. How is instruction delivered?

- a. The organizational model is that our school provides ESL service to our ELLs through pull-out program.
 - b. The program models are Block (Class travels together as a group) and Ungraded (All students regardless of grade are in one class).
 - c. The ESLs are grouped homogeneously or heterogeneously as the situation demands.
- ### 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. The instruction and distribution of time is in accordance with part 154. Our B (Beginning) and I (Intermediate) level students receive 2 units (360 minutes) of ESL per week. Our A (Advanced) level students receive 1 ESL unit (180 minutes) and 1 ELA unit per week.

3. a. Content Areas Instruction

- The ESL teacher plans for the development of both social and academic language skills. The ESL teacher also demonstrate knowledge about:
 - 1) Current scientifically based research in the fields of ESL and Cognitive Theory.
 - 2) Providing academic intervention for ESLs who have the English language deficiency, or low academic proficiency.
 - 3) Differentiating ESL instructions to align with ESLs' prior knowledge and their needs.
 - The ESL teacher develops English language and cognitive skills through content topics and themes.
 - Content area instructions are designed to mediate the ESLs' learning of various proficiency classifications: new comers, long-term ESL beginners, intermediate and advanced proficiency levels.
 - The ESL teacher's lesson plans are aligned to meet NYC and NYS ESL Standards which there is differentiation for the needs of ESLs in our school.
 - Ongoing assessment strategies are used to determine movement towards NYC and NYS content area standards.
 - Instruction of our ESLs is explicit, direct and systematic, emphasizing construction of meaning, problem-solving critical thinking and vocabulary development in the content area.
- b. Alignment of the ESL standards with the ELA standards
 - English language instruction is aligned to ESL standards and ELA standards.
 - The ESL teacher scaffolds instruction to support ESLs' participation in content area learning.
 - The ESL teacher uses visual and/or manipulative to promote ESLs' understanding of the main academic content.
 - The ESL teacher models the use of the English language in ways in which the ESLs are expected to participate.
 - During the instruction, the ESL teacher uses the cultures of the ESLs to connect prior knowledge with new language.
 - Teaching materials include a wide range of print, visual, and digital resources designed for the ESLs' English language and academic language proficiency.
 - c. Methods and Strategies
 - English language functions and structure are taught within the content of lessons.
 - The ESL teacher speaks slower, models language and questions they ask themselves as they read aloud, speak aloud their thinking process to answer questions and how to find needed information, become aware of cultural differences, gain expertise knowing and implementing ELA and ESL standards, promote social interaction among all ESLs.
 - The strategies employed by ESL teacher include those highlighted in QTELC (Quality Teaching for ELLs) which focus on scaffolding. This strategy covers a wide range of techniques that includes modeling, bridging, contextualizing, schema building, text

A. Programming and Scheduling Information

representation, and metacognitive development.

- These strategies are used along with cooperative learning, phonics awareness, and independent reading and writing.

4. How do you ensure that ELLs are appropriately evaluated in their native language?

We ensure that ELLs are appropriately evaluated in their native language by LAB Spanish test, NYS Math test, and NYS Science test.

5. How do you differentiate instruction for ELL subgroups?

a. Instructional plan for SIFE

- The ESL teacher provides SIFE ESLs with the literacy skills and concept development they have missed and help them develop enough academic English to survive in our school.
- The ESL teacher must help them build self-confidence and pride in themselves, their culture, and their language.
- The ESL teacher enriches the linguistic context for SIFE ESLs by using pictures, gestures, intonation, and other nonlinguistic cues,
- The ESL teacher enriches the context by drawing on students' interests and background knowledge.
- The ESL teacher uses a number of techniques to make the English instruction comprehensible, including hands-on activities, visuals and regalia.

1) Manipulative, miniature objects, regalia.

2) Visual (photos, pictures and drawings)

3) Facial expression and pantomime

4) Clear expression and articulation

5) Short, simple sentences

6) Eye contact with students

7) High-frequency vocabulary

8) More description through synonyms

9) Prior content introduction (preview)

10) Reduction of idiomatic expressions

- In order to accelerate the content-area learning for ESLs who have had an interruption in formal education our ESL program runs at extended time in the morning.

- In order to enhance literacy development for our SIFE students, ESL strategies and/or native language instruction are utilized, so that their academic performance improves.

- The ESL teacher applies stage of language acquisition, teaching practice in order to focus on phonics awareness, word families, word and sentence building and integrated area teaching and learning.

- The ESL teacher modifies ESL teaching plans and makes curricular adaptations to teach SIFE students.

- The ESL teacher focuses on word recognition developing vocabulary, reading comprehension, oral expression, daily writing and integrated content area learning to transfer one level to the next.

b.

- The ESL teacher uses scaffolding strategies and Balanced Literacy Reading strategies to develop ESLs' English language skills.

- The ESL teacher meets with math teachers and literacy teachers on a regular basis to review ESLs' work as well as to plan the next phase of ESL instruction.

- The ESL teacher designs learning activities that actively engage ESLs in ESL learning activities that build critical thinking skills.

- The ESLs are required to write on daily basis across all subjects, using a variety of written forms including retelling, paragraphs, summaries, stories, journals, brief reports, picture descriptions, charts and other graphs for math, social studies, and science information and explanation.

c.

- ELA and ESL teachers collaborate on lesson-planning and instruction that are designed to amplify ESLs' knowledge in content area reading strategies, identifying text structures, content-area vocabulary, literary elements, and text-taking strategies in preparation for the ELA exam.

- Instruction also focuses on the writing process in different genres, as well as the mechanics of writing and grammar conventions.

- Recognizing the importance and effectiveness of instruction through technology, the advanced ESLs are enrolled in a reading intervention software program that is supplemented by classroom instruction in ELA.

- The math instruction is delivered by a math teacher and an ESL teacher at the Block Time. ESLs acquire knowledge and reinforcement of math skills. Instruction is clear and explicit. Demonstration of the topic under consideration is employed through the use of the blackboard, charts, overhead project, computer and manipulative. Test preparation will be a part of the ESL program as well, to prepare ESLs who are now required to take the standardized NYS Math exams.

d.

- There are no long-term ESLs in our school. If there are long-term ESLs, the ESLs are required to participate in a program that is aligned with mandated ESL and content learning standards and the core curriculum.

A. Programming and Scheduling Information

- The long-term ESLs must participate in instructions that are aligned with both ESL standards and ELA standards.
 - The long-term ESLs participate in the Balanced Literacy program. This program assists the ESLs in developing their English language skills and reading comprehension.
 - Teachers work collaboratively to evaluate ESLs' work and use data to ascertain the English language and cognitive demands of tasks aligned to NYC and NYS standards so that the long-term ESLs can demonstrate their learning through measurable products development, demonstrations, and exhibits.
- e.
- The ESL teacher modifies ESL lesson plans and make curricular adaptations to teach those ESLs who struggle to understand the basic concept.
 - Providing teacher-direction
 - Offering manipulative (flashcards, out of sequence sentence strips)
 - Color-code elements (parts of speech, figurative language, quotes, and evidence in text)
 - Providing definitions/vocabulary/word bank
-
- Providing a model of the type of writing expected (persuasive essay, memoir, comparison/contrast essay, a critical lens essay, a book review, an editorial, etc. for up graders)
 - Guiding with questions
 - Providing sentences starters to help structure their writing
 - Providing cloze passages (with or without word tanks)

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?

Our teachers of ELL-SWDs engage students in challenging theme-based activities to develop academic concepts. We draw on their background experiences, their cultures, and their languages. Our teachers organize collaborative activities and scaffolds instruction to build their academic English proficiency.

- Students see the big picture so they can make sense of English language instruction.
- Content areas (Math, Science, Social Studies, and Literature) are interrelated.
- Vocabulary is repeated naturally as it appears in different content area studies.
- Through theme based on big questions, teachers can connect curriculum to students' lives. This make curriculum more interesting.
- Because the curriculum makes sense, English language learners are more fully engaged and experience more success.
- Because themes deal with universal human topics, all students can be involved, and lessons and activities can be adjusted to different levels of English language proficiency.
- The materials that are used include grade- level content area text books, informational texts, magazines, and newspapers.

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Our school uses constructs of effective instruction: challenge, involvement, success, scaffolding/feedback, collaborative learning, techniques for second-language acquisition/sheltered English, and respect for cultural diversity.

Our school challenges students academically, challenge them to think, learn, and engage intellectually. Our school addresses both meaning and skills, promote both high level thinking and appropriate drill and practice, and provide complementary portions of student-and teacher-centeredness. Our school achieves continuity in curriculum and instruction as students move from primary to middle to upper grades and from different language to English language arts. Our school builds upon and makes explicit the connections between students' existing knowledge, skills, and experiences and the academic curriculum to be learned (including language, literacy, and content. Our school provides ESL program, reading at extended time, afternoon program, and Saturday program to meet the diverse needs of ELL-SWDs.

Courses Taught in Languages Other than English

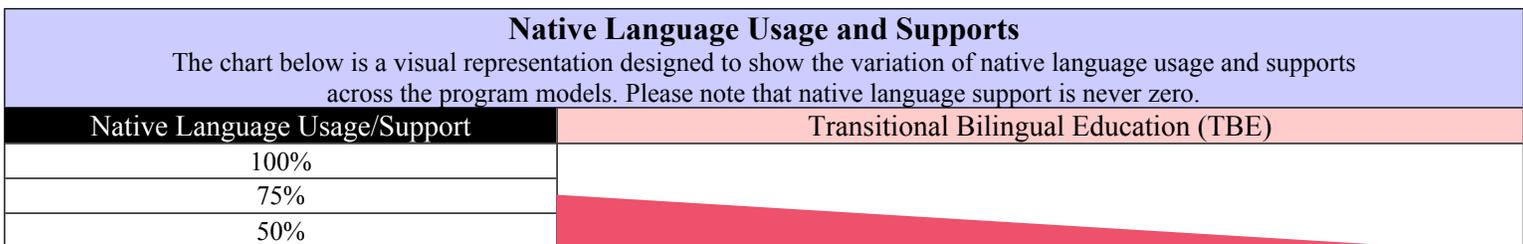
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes

• foreign language (LOTE) classes				
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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?

8.
 - We have a pull-out intervention program to provide individualized instruction in listening, speaking, reading, and writing.
 - In this intervention program the first key to success is to engage ESLs in challenging theme-based activities to develop academic concepts. The range of intervention services is the following:
 - 1) ESLs see the big picture so they can make sense of English language instruction
 - 2) Vocabulary is repeated naturally as it appears in different content-area studies.
 - 3) Because the curriculum makes sense, the ESL teacher makes ESLs more fully engaged and experience more success.
 - 4) Because themes deal with universal human topics, all ESLs can be involved, and lessons and activities can be adjusted to different levels of English language proficiency.
9.
 - The ESL teacher delivers content knowledge in a way that allows both concepts and academic English proficiency to be nourished. In this instruction, academic content is taught to ESLs in English by using techniques such as speaking slowly, using visual aids and manipulatives, and avoiding the use of idioms.
 - The ESL teacher encourages reading and celebrates accomplishment of reading many books or other written materials over time so that ESLs' fluency, language acquisition, vocabulary expansion, general knowledge, and specific content knowledge, are increased; also, understanding of concepts is depended.
 - The ESL teacher will do the following:
 - 1) Providing a wide variety of reading materials
 - 2) Providing adequate time of sustained reading with no other obligations, including writing or sharing
 - 3) Allowing student self-selecting of reading materials by interest level
 - 4) Providing opportunities to pursue a favorite author, genre, or area of interest
 - 5) Allowing ESLs to take books and materials home
 - 6) Providing appealing materials, books, colors, and pictures.
 - Increasing the amount of writing the ESL teacher asks ESLs to do to improve writing. Writing for others can be motivating, reinforces existing, helping form a sense of a community of learners, and introduces technology as having a purpose and benefit for others.
 - 1) Sending invitations to classmates and others, notes to relatives, and postcards home to describe accomplishments
 - 2) Color coding for multiple authors, feedback to peers with sticky notes, and highlighting favorite parts of a writing buddy's first draft.
 - 3) Creating books and stories that can be illustrated by friends or younger students
 - 4) Creating a class journal that everyone helps complete at the end of the day or week
 - 5) Setting up e-mail pen and e-mailing parents and students
10.
 - The ESL teacher will improve ESLs' expository writing skills. The ESLs will:
 - 1) Write a journal as diary
 - 2) Write manuals, recipes, and how to directions
 - 3) Write new stories

- 4) Retell a story
- 5) Create factual reposts, research papers
- 6) Perform note taking and summarizing
- 7) Write book reports
- The ESLs will:
 - 1) Give details by using who, what, when, where, and why
 - 2) Tell procedure step-by-step
 - 3) Give directions, or tell how-to
 - 4) Recall, reflect, and recount

11. No programs/services for ESLs will be discontinued

12. The ESLs are afforded equal access to all school programs. Some ESLs participate in after school program. Some ESLs participate in extended time program.

13.

- There is library in ESL classroom. The school provides ESLs with appropriate textbooks, Phonics books, fiction and various materials and special resources that are needed (“Phonics A, B, C, D”, “Connecting Vocabulary A, B, C, D”, Comprehension Connections A, B, C, D”, “Quick Reads A, B, C, D”, “Just Right P, A, B, C, D, E”, and Math practice books.
- The ESLs use utilize technical, digital proficiency including, but not limited to maintenance of an electronic portfolio and learning log, research on the internet and the continued use of the computer.

14.

- In the ESL classroom the ESL teacher adds ESLs’ native languages and cultures to the school curriculum, encourages parents of all groups to become involved in the school, using transformative models of teaching, and adopting types of assessment that show what ESLs can do.
- The ESL teacher finds out about the schooling of parents and siblings to determine the kinds of support ESLs can receive at home.
- The ESLs bring native languages’ books home to read. Reading in native language develops the academic register of ESLs first language that reinforces English acquisition.
- An important strategy for drawing on ESLs’ native languages and teaching academic content is Preview/View/Review. In this strategy, key concepts are introduced by the ESL teacher or parents in the students’ native languages (preview). Then ESLs are given opportunities to work with those concepts in English (View). The ESL teacher uses a number of techniques to make the English instruction comprehensible, including hands-on activities, visuals, and realia. Finally, ESLs are allowed to review the concepts in their native language to clarify, summarize, and ask questions.
- The ESLs will actively participate in cultural celebrations in our school. Lessons will be conducted to build knowledge about cultural awareness and help ESLs gain a better understanding of the different cultures.

15. Yes, they do. Our school provides required services, and resources. They are following:

- Word Processors

Writing on a word processing is challenging to the ESLs. The ESLs are able to work on word processors, especially if the programs are designed with them in mind.

- Computer Networks

Computer networks can provide an important means for communicating with follow ESLs in English. Their electronic discussions allowed them to initiate and/of extend their discussions about whatever it was that they happened to be studying or doing as a result of assigned work.

- Games

Computer games can present simulations that call for the ESLs to make decisions and they can require interaction with others involved in the game. Computer games are currently available in content areas. For example, a math program introduces ESLs to the concept number lines, number pairs, and graph plotting. Computer games also include chess, word games, memory games, teasers with missing numbers, and many more.

- Videos

Videos show real people in compelling scenarios like soap operas that enable the ESLs to have input. Another use of interactive video is to teach the listening skills necessary for academic success. Finally, a video disk can also be used as a dictionary.

16. A school walk-through is provided to inform ESLs and their parents about the school procedures, school environment, and expectations.

17. Spanish, Haitian Creole, Arabic, French , Chinese and other languages are offered to the ESLs in our school.

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.

1.

- The Professional Development Program will be a high quality and research-based program for our staff outlined in the school's comprehensive education plan. Professional development will engage all teachers of ELLs in a variety of high quality professional development activities, which will include studying ESL scaffolding strategies and content area teaching strategies that are aligned with the NYS ELA and ESL standards. Teaching and learning will have academic rigor in order to increase the number of ESLs who are proficient in English.

- Our participating faculty will acquire through professional development activities:

- 1) ESL methodologies and scaffolding strategies for improving instruction and promoting English language proficiency for ESLs through workshops.
- 2) Use of authentic learning, hands-on activities, use of manipulatives, cooperative learning.
- 3) The ability to engage in performance based assessment that provides qualitative data.
- 4) The opportunity to collaboratively participate in small study groups regularly which allow for action research and sustain ability of effective teacher practices.
- 5) The means to network and share successful teaching practices with other colleagues.

- Our professional development activities accountability will be evidenced by: agendas, training materials, focus groups, surveys, questionnaires, workshop evaluation-self assessment forms, attendance sheet, journal writing.

2.

- The school Professional Development Program will provide staff with skills in both content and pedagogy and by providing instruction on hands-on techniques and standards based content.

- It will provide interdisciplinary approach with literacy skills, math skills, science and social studies skills, as well as, the arts and activities that are easily integrated in the classroom. All staff will learn through song and dance hypothesizing, and experimenting and recreating our built and natural environment in order to assist our ESLs as they transition from elementary to middle school.

3.

- 1) Our professional development plans for 2011-2012 school year are designed to promote high levels of academic achievement while integrating second language instruction. The 1-5 hours of ELL training for all staff will be fulfilled.

- 2) The following professional activities are planned which are based on teacher's need and teachers' choice:

- As it is offered: QTEL training for all teachers serving ESLs who did not have the opportunity to participate in it yet.
- September: A comparison between first and second language acquisition
- October: The process of learning a second language
- November: Using educational assessment strategies and data to inform and differentiate instruction
- December: Reading comprehension strategies for ESLs
- January: Training of content area teachers in ESL strategies
- February: Portfolio Assessment and practical uses of it
- March: Classroom management strategies for differentiated instructional practices
- April: Using NYSESLAT to inform instruction in ESL class

E. Parental Involvement

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

01. Our school uses some types of parent involvement. They are the following:

1) Parenting

Help all families establish home environment to support children as students

- Parent education and other courses or training for parents. The parent coordinator will host a series of workshops throughout the school year to continue the dialogue as regards the importance of attendance at ELA/ESL and math institute. Parents of ESLs will be invited to join with their children to attend all sessions of the Math Skills Institute and the ELA/ESL Institute.

2) Communicating

Design effective forms of school-to-home and home-to-school communications about school programs and children's progress

- Conference with every parent at least twice a year
- Language translators to assist parents as needed
- Regular schedule of useful notices, memos, phone calls, newsletters, and other communications

3) Volunteering

Recruit and organize parent help and support

- School and classroom volunteer program to help teachers, administrators, students, and other parents
- Parent room as family center for volunteer work, meetings, and resources for families

4) Learning at Home

Provide information and ideas to families about how to help ESLs at home with homework and other curriculum-related activities, decisions, and planning.

- Information for families on skills required for ESLs in all subjects at each grade
- Information on homework policies and how to monitor and discuss school work at home

5) Gathering information from parents

School staff gathers information from parents of ESLs about their background

- Information about a student's prior education in his native language can help the ESL teacher gauge the challenges the ESLs will be facing.
- ESLs who arrive in U.S. schools with appropriate grand-level achievement in their native language will make the transition to learning in English more easily.

6) Participating

Parents are encouraged to participate in school activities, I.e. learning walks, assembly, field trips, technology classes, and etc.

2.

- Yes, it does. It identifies and integrates resources and services from the community to strengthen school programs, family practices, and student learning and development.
- It provides information for students and families on community health; cultural, recreational, or social support; and other programs or services.
- It provides information on community activities that are linked to learning skills and talents, including summer programs for students
- It provides service to the community by students, families, and schools (e.g. recycling, art, music, drama, and other activities for seniors or others)

3.

- The role of the parent is vertical to ESLs' overall ability to achieve high standards.
- They lay the groundwork for high expectations that are carried out in our school.

- By participating in school activities and attending all sessions of the Math Skills Institute and the ESL/ELA institute, not only will parents be helping themselves, but, in addition, they will be forming special learning partnerships with their children that will be the great benefit of both parents and children. There will be awards and recognition to highlight literacy and achievement.

4.

- Encouraging parent involvement helps parents from other cultures may view their role in their children’s education differently than U.S. parents. For example, instead of asking their children questions about a story- asking them to predict out come, for instance, or having them interpret the story based on their own experiences- immigrant parents from rural of Mexico and Central America are more likely to use the story to teach a moral lesson.
- To help the parents of ESLs contribute more actively to the education of their children, our school offers training at ELA/ESL and Math Institute sessions on increasing the knowledge and skills parents need to help their children with the acquisition of English, literacy development, and academic proficiency in different content areas.

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)	5			1	2	2	3							13
Intermediate(I)			1		1		1							3
Advanced (A)			2		1									3
Total	5	0	3	1	4	2	4	0	0	0	0	0	0	19

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		1		1				4
4			1						1
5	3		1						4
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				

New York State Regents Exam

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

Native Language Tests

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

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

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

- ESLs are provided with various formal and informal assessments. Our school uses ECLAS-2, ELSOL, Fountas and Pinnell, DRA,TCRWP to assess the early literacy skills of our ESLs.
 - Assessment is carried out in a variety ways: teacher observation, conferencing with the student, articulation with ESLs' teachers, interim assessment testing, initial LAB-R, yearly NYSESLAT administration.
 - All ESLs, other than those here for less than a year, are now required to take the ELA exam.
 - Some ESLs must take all other content area state mandated exams: Math, Science, and Social Studies.
 - The data provides information about ESLs' English proficiency levels.
 - This information helps inform our school's instructional plan. Teachers modify their teaching plans to meet ESLs' needs.
 - Our school collaborative teaching team program is offered specifically to ESLs. With team teaching support the ESLs become more literate and their English language proficiency levels are improved.

2. The information about ESLs' weakness and strengths in English language proficiency is revealed by the data patterns across proficiency levels on the LAB-R and NYSESLAT.

3. Patterns across NYSESLAT modalities will affect instructional decision. 80% ESLs do not pass LAB-R or NYSESLAT because of poor reading and writing. ESL teacher must use different effective teaching strategies to design teaching and writing skills.

4.a

- The patterns across proficiency and grades are the following:

Speaking is good. Listening is better. Reading is worse. Writing is worst.

- The conversational proficiency is better than the academic proficiency.

- School success depends on the development of the academic language. ESLs are faring in tests in English as compared to the native language if traditional ESL programs have often focused on helping ESLs develop academic language through content areas learning.

b.

- The school leadership and teachers are using the results of the ELL Periodic Assessment by providing additional support during the school day.

- Within the school day, ESLs get ESL services in small group settings to bolster literacy.

c.

- The school learning about ESLs from the Periodic Assessment is that limited-formal schooling ESLs and long term English learners appear to have conversational proficiency but lack academic proficiency.

- There is a need for social and academic language development in both the native language and English through experiences that develop language skills.

- The native language is used in evaluating prior schooling and native language proficiency as well as English proficiency. Although it may be a challenge for our school to find ways to evaluate ESLs' literacy skills in their native languages, that information is crucial because native language literacy and content knowledge are strong predictors of academic success in English.

5. NA

6.

- The success of ESL program for ESLs is that ESLs' both conversational proficiency and academic proficiency are greatly improved.

- Within English language academic program, ESLs need to gain knowledge and experience in areas that are likely to lead to academic success.

- In order to succeed in ESL program, using versions of the language experience approach, we begin where each ESLs is. By involving ESLs in a literature-based curriculum, we use the power of language to heighten awareness and fully engage the mind. By these means, the reading and writing connection can be more fully realized. Motivation and guidance is provided through a workshop approach to writing in which the ESLs can take full advantage of the classroom community they and the teacher have established.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michael Johnson	Principal		1/1/01
Timothy Solomon	Assistant Principal		1/1/01
Gloria Arthur	Parent Coordinator		1/1/01
Yi Jun Han	ESL Teacher		1/1/01
Peggy Chambers	Parent		1/1/11
J. Streets	Teacher/Subject Area		1/1/01
M. Pooser	Teacher/Subject Area		1/1/01
Joy Sylvester	Coach		1/1/01
T. Lee	Coach		1/1/01
O. Mc.Donald	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 17K161 **School Name:** PS 161

Cluster: 1 **Network:** 110

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.

1. Various sources provide our schools with information about the different home languages of our students and translation needs for conferences, parent orientation needs, and school notices. They include:

1) Home Language Identification Surveys (HILS)

All parents of new admits to the school are required to complete HLIS as part of the registration process. The HILS is printed in a variety of languages so that the use of one in the appropriate languages facilitates its proper completion. Some parents /guardians are unable to complete the HLIS on their own. We learn through the use of on-staff interpreters who are called upon during the registration process.

2) Parent Coordinator interviews

The Parent Coordinator, in making calls to students' homes for a variety of reasons, determines that some parents need translation or oral interpretation to better understand an issue.

3) ATS system provides information of the primary language of the students (RHLA).

4) Informal oral communication with parents and teachers

5) Attendance in PTA meetings

6) Interviewing students

7) Analyzing the existent translated materials

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.

Home Language Identification Surveys and teacher/parent input have proven that majority of our school parent population speaks English. Other languages spoken by our parents include: Spanish, Haitian Creole, French, Arabic, and other languages.

1) We send and post parental correspondence in each of the covered languages that represent at least 3% - 8% of our student population.

The written translation needs of the school are the following:

letters about students' progress and attendance, informative letters sent to parents about school events, flyers, posters, and signs.

2) We offer interpretation services during parent conference and meetings in the covered languages.

The oral translation needs are the following:

at the orientation session of the parents of newly arrived bilingual students, at PTA meeting when necessary, at teacher/parent conferences and Open School Nights, oral interpretation when principal, guidance counselors, teachers and or deans have a conference with parents. We use school staff translators to make phone calls to parents when there is need. Our school always offers interpretative services during parent conferences and meetings in the covered languages.

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.

1) The school will provide written translation services through the use of the NYCDOE Translation and Interpretation Unit, which provides a staff of professional translation services for eight standard languages by a network of qualified vendors.

2) We will be using the NYCDOE translation unit for all translation needs: including many materials and forms already translated and available on the DOE website.

3) All parent correspondence will be translated by school staff or the Translation and Interpretation Unit, from English to the native languages of our school population.

4) We will translate documents that contain individual, student-specific information, including students' health, safety, legal or disciplinary matters, entitlement to public education or placement in ESL or any special education.

5) We will provide each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services and how to obtain such services.

6) We will post, in conspicuous locations, a sign in each of the covered languages indicating the office/room where a copy of the notification of parental rights regarding translation and interpretation services by school staff or parent volunteers.

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.

1) The NYCDOE Translations and Interpretation Unit also provide types of Oral interpretation services, over the phone interpretation services Monday through Friday from 8:00 am to 5:00 pm and on site interpretation services during scheduled events such as Parent-Teacher Conferences, PTA Meetings, Testings, IEP Meetings, Workshops between faculty and non-English speaking parents.

2) We will provide interpretation services by the translation unit and our school staff members who are conversant in the covered languages so that they will be able to facilitate articulation between parent and teacher, parent and administration, parent and support personnel.

3) We will interpret parent orientations/meetings and teacher conferences. The translations will be carried out by staff members, with assistance of the Translation and Interpretation Unit, or with the Use of a new ProLingual Translation program.

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>.

1) We will translate letters and notices to parents in the appropriate languages for our school - Spanish, Haitian Creole, French, and Arabic.

2) Our school will provide each parent who speaks another language and who requires language assistance services with written notification of their rights regarding translation and interpretation and instructions on how to obtain such services.

3) We will use the services of the NYCDOE Translation and Interpretation Unit since we have no staff member who can do that.

4) For Spanish, Haitian Creole, French, and Arabic, we will use in-house staff to provide translations.

5) We will have translated all annually recurring types of letters and notices - school code, discipline code, uniform code, promotion criteria, exam schedules, Parent - Teacher Meetings, Parents' Association meetings, student accountability, graduation requirements, middle school selection, alert holdover notices, supplemental school activities before and after school, and NYSESLAT notification. We will provide translations for new situations as they arise. Our school's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative services due to language barriers.