



**Department of
Education**

7Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: JHS 162- THE WILLOUGHBY SCHOOL

DBN: 32K162

PRINCIPAL: BARBARA DEMARTINO

EMAIL: BDEMARTINO@SCHOOLS.NYC.GOV

SUPERINTENDENT: LILLIAN DRUCK

09-23-2013

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
Barbara DeMartino	*Principal or Designee	
Thomas Sherman	*UFT Chapter Leader or Designee	
Rachel Camacho87	*PA/PTA President or Designated Co-President	
Thomas Carty	Assistant Principal	
Anna Bambina	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Gail Simms	Member/Teacher	
Elise Margolin	Member/Teacher	
Jacqueline Jagernauth	Member/Parent	
Maria Baez	Member/Parent	
Maria Gonzalez	Member/Parent	
Aida Morales	Member/Parent	
Sugeri Candia	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.

- Library F Status teacher – 1 teacher x 2 days weekly for 23 weeks from Title 1 Priority Focus SWP. Impacts 552 students
- \$650.00 for Destiny Software from Priority Focus SWP. Impacts 552 students.

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.

Tax Levy
 Title IA
 Title IIA
 Title III
 Set Aside
 Grants
 Other-describe here: Funds Priority Funds OAPR

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).

As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. We will use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students achieve gains toward proficiency. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, Title III, NYSTL and other available resources to implement activities and strategies to reach our goal.

Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:

- Professional development conducted by instructional lead teachers in all content areas as monitored by classroom implementation and evidenced by their inclusion in the CCLS units of study.
- Teacher teams looking at student work to improve teaching practices in questioning and discussion.
- CCLS aligned textbook and instructional materials purchased for ELA, Math, Science and Social Studies.
- After school programs in ESL, ELA, and Math to monitor student progress.
- Use of Instructional Coach to support all content area teachers in the new CCLS.

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human

Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

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

Major Recommendation

- “School leaders with responsibility for mathematics should provide PD for the mathematics instructional team to refresh their content knowledge as well as the skills and strategies necessary to identify the specific needs of students.”

- SQR Page 4

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.

<input type="checkbox"/> 3.2 Enacted curriculum	<input type="checkbox"/> 3.4 Teacher collaboration
<input checked="" type="checkbox"/> 3.3 Units and lesson plans	<input type="checkbox"/> 3.5 Use of data and action planning

Annual Goal #2

- By June 2013, we will revise the Math Curriculum to align with the city’s scope and sequence for the CCLS units of study and create two additional units of study.

Timeline for Implementation:

- Beginning September 2012 and ongoing through June 2013. To impact all students and Math teachers.

Instructional strategies/activities

During SY 2012-13, the research-based instructional strategies and activities that will be used to achieve this goal are:

- a) Core Curriculum Planning team to be formed.
- b) Planning and contributing resources for use in CCSS unit of study at PLC Meetings.
- c) Analyze and compare curricular materials.
- d) Research and infuse multiple entry points within the CCSS units.
- e) Collect data from NYS and NYC systems to shape curriculum.
- f) Provide professional development through network monthly meetings to be turn keyed to the rest of the department.
- g) Instructional specialists provided by the network will assist the Core Curriculum Planning Team.
- h) Construct two additional units of study per grade for Grades 6, 7 and 8.
- i) Revisit, evaluate and revise the math unit of study for grades 6 & 7 on ratios and proportional relationships.
- j) Revisit, evaluate and revise the math unit of study for grade 8 on expressions and equations.
- k) CCSS Planning Team will share their work at the Professional Learning Community Team meetings.
- l) Examine the student work generated from these units and adjust teacher practice to support student development to move toward the higher

expectations of the new CCSS.

Budget and resource alignment

- Indicate your school’s Title I status: 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.

Other-describe here: Citywide Instructional Expectations
ARRA
RTTT

- Tax Levy Title IA Title IIA Title III Set Aside Grants RTTT

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).

As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. We will use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students achieve gains toward proficiency. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, Title III, NYSTL and other available resources to implement activities and strategies to reach our goal.

Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:

- Professional development conducted by instructional lead teachers in areas will be monitored for classroom implementation and inclusion of CCLS units of study in lessons.
- Teacher teams looking at student work to improve teaching practices in questioning and discussion.
- CCLS aligned textbook and instructional materials purchased for Math.
- After school programs in Math to monitor student progress.
- Use of Instructional Coach to support all Math teachers in the new CCLS.

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

- k) Meetings with Assistant Principals to review and revise goals quarterly with an overview/PD on Danielson.
- l) Walkthrough and Formal Observations.
- m) Teacher Professional Development Logs.
- n) Professional Development Agendas and Sign-In sheets.

Budget and resource alignment

- Indicate your school’s Title I status: 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.

Other-describe here:
RTTT

Tax Levy Title IA Title IIA Title III Set Aside Grants Citywide Expectations

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).

As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. We will use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students achieve gains toward proficiency. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, Title III, NYSTL and other available resources to implement activities and strategies to reach our goal.

Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:

- Professional development conducted by instructional lead teachers in all content areas to improve pedagogy by focusing on Component 3B of the Danielson Framework.
- Teacher teams looking at student work to improve teaching practices in questioning and discussion.
- Use of Instructional Coach to support all content area teachers in the new CCLS to improve level of performance by teachers as per the Danielson Framework.
- Use of Teachboost online observation tool to monitor teacher observations and goals to give immediate feedback.

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

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

Major Recommendation

- “School leaders should review their strategies for putting students with disabilities in the least restrictive environment, and as part of a broader review of resources, consider how programming can be used more effectively to allow more students to learn in a less restrictive setting.”

- SQR Page 6

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
___ 5.3 Vision for social and emotional developmental health
___ 5.4 Safety
X 5.5 Use of data and student needs

Annual Goal #4

By June 2013, we will decrease the number of suspensions of students with IEP’s by 10% over last school year by using multiple entry points in the curriculum for SWDs to be used in the LRE.

Timeline for Implementation:

- Beginning September 2012 and ongoing through June 2013. To impact all SWDs.

Instructional strategies/activities

During SY 2012-13, the research-based instructional strategies and activities that will be used to achieve this goal are:

- a) Designation of Assistant Principal of Youth Development to implement programs.
- b) Special Education IEP Teacher will provide assistance to students and parents during annual reviews and IEP meetings for behavior modification plan.
- c) Special Education IEP Teacher will counsel suspended students with IEP’s to provide guidance and support on their return from suspension.
- d) Continued implementation of “Shifting Boundaries” program.
- e) Collaboration with Western Queens Mental Health Providers.
- f) PBIS – behavior modification through positive interventions.
- g) Provide multiple entry points in the curriculum for SWDs to be used in the LRE.

Budget and resource alignment

- Indicate your school’s Title I status: 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.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here:
 OAPR Priority Focus Funds

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).

As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, Title III, NYSTL and other available resources to implement activities and strategies to reach our goal.

Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:

- Professional development conducted by instructional lead teachers in all content areas to provide engaging curriculum.
- Teacher teams looking at student work to include appropriate scaffolding in teaching and practices.
- After school programs in ESL, ELA, and Math.
- Use of Instructional Coach to support all content area teachers in the new CCLS to design engaging curriculum to meet the needs of SWDs.

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

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

Major Recommendation

- “School leaders should seek ways to increase parental involvement and collaboration with support staff in supporting learning at home.”
- SQR Page 7

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

- By June 2013, we will increase the number of parent workshops on social and academic concerns by 10% over last year.

Timeline for Implementation:

- Beginning September 2012 and ongoing through June 2013. To impact all students and staff.

Strategies to increase parental involvement and engagement

During SY 2012-13, the research-based instructional strategies and activities that will be used to achieve this goal are:

- a) Saturday ESL classes for Parents.
- b) School Messenger.
- c) Parent Newsletter.
- d) CEC Meetings.
- e) Regularly scheduled and on demand Parent/Teacher Conferences.
- f) Grade specific Parent Meetings with Guidance Counselors.
- g) Student Progress Reports.
- h) CCLS workshops for parents.

Budget and resource alignment

- Indicate your school's Title I status: 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.

Tax Levy 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).

As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. We will use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students achieve gains toward proficiency. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, Title III, NYSTL and other available resources to implement activities and strategies to reach our goal.

Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:

- Professional development conducted by instructional lead teachers in all content areas will be monitored by classroom implementation and evidenced by their inclusion of the CCLS units of study in lessons.
- Conduct workshops to introduce parents to the new CCLS and new ELA and Math exams.
- CCLS aligned textbook and instructional materials showcased to parents at PTA meetings and workshops.
- Support student growth with after school programs in ESL, ELA, and Math.

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

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	Common Core Reading and Writing strategies	Small group	During school day
Mathematics	Carnegie Learning	Small group	During school day
Science	Interpreting graphs and charts. Interactive technology	Small group	During school day
Social Studies	DBQ Interactive technology	Small group	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Bullying Prevention Program Shifting Boundaries	Small group	During 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

Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.

Strategies and activities used to attract high-quality highly qualified teachers to our school include.

- Frequent communication with our Network HR Director when vacancies occur
- Our administrative staff regularly participates in hiring fairs
- We participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited.
- We have established a partnership with a local college to support the grooming of student teachers in our search of HQT candidates.
- We interview HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool
- We have established a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and review of New York State certification/licensing.
- We maintain a teacher resource center and professional library to promote promising and effective practices.
- Teachers ARE be provided with curriculum maps, instructional resources and professional learning opportunities.
- Individualized PD plans are created for teachers to ensure continued improvement.
- Coaching and mentoring are available for teachers who require additional support.

In the very rare event that a teacher's status was deemed not HQT, the principal would consult with the network Human Resources Director for guidance to ensure that the non-HQT teacher will meet all required documentation and assessment deadlines. This may include some form of counseling including encouraging the teacher to become HQT through the High Objective Uniform State Standard of Evaluation (**HOUSSE**) system.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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 online.
- conduct parent workshops with topics that may include: CCLS, 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 parents as advocates for their children's education;
- 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;
- using School Messenger to notify parents of important events and attendance.

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

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.

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 Charles Amundsen/ Dan Purus	District 32	Borough Brooklyn	School Number 162
School Name I.S. 162			

B. Language Allocation Policy Team Composition

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

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	2	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	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	535	Total Number of ELLs	98	ELLs as share of total student population (%)	18.32%
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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. 

Paste response to questions 1-6 here

PART II: ELL IDENTIFICATION PROCESS

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

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

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

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish/English
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Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									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	5	0	5	1	0	1	3	0	3	9
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	27	20	7	20	5	11	42	0	23	89
Total	32	20	12	21	5	12	45	0	26	98

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								9						9
Chinese														0
Russian														0
Bengali														0
Urdu														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
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							21	49	26					96
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					1
TOTAL	0	0	0	0	0	0	22	49	27	0	0	0	0	98

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

Paste response to questions 1-7 here

ART IV: ELL PROGRAMMING

Paste response to questions 1-4 here

1. HOW INSTRUCTION IS DELIVERED

A. ORGANIZATIONAL MODELS:

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

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

B. PROGRAM MODELS:

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

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

2. ORGANIZATION OF STAFF

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

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

3. DELIVERY OF CONTENT AREA INSTRUCTION

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

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

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

A. Programming and Scheduling Information

approach serves to give ELLs much needed support in English literacy development and in academic language development. ESL teachers plan together to develop a thematic curriculum that focuses on answering an "essential question". Backward planning is used to create a variety of tasks and activities that will lead all learners through differentiated paths to the same targeted learning that facilitates the answering of the "essential question". ESL teachers interface with ELA teachers to ensure the ESL curriculum is supporting the learning presented in the ELA classrooms.

ESL teachers use data from NYSESLAT, LAB-R, ELA, Math, 4th Grade Social Studies and Science assessments as well as a running record, a "quick write", and an oral assessment to create a comprehensive profile on the strengths and weaknesses of ELLs. The classes are in English with home language supports in the form of bilingual dictionaries, bilingual picture dictionaries, and technology resources. Teachers use scaffolds, i.e. graphic organizers, pictures, charts, videos, hands-on activities, cooperative learning strategies, and technology resources to make content comprehensible to ELLs. A levelled class library is used to support the thematic curriculum.

Achieve 3000 is integrated into the ELA Program for ELLs. This is a Standards-based differentiated literacy program that serves to build reading and writing stamina. ELLs move from one level to the next as they follow the 5-step protocol. Assessments are part and parcel of the program. A monthly report provides data that the ELA teacher who services ELLs can use to target weak skills in the ELA classroom. This program focuses on informational texts and is aligned with the Common Core State Standards.

The Extended Day program provides support for all ELLs. Here teachers differentiate instruction to provide the remediation and support that will help ELLs to understand content, build vocabulary, develop reading, writing, and math skills.

The Special Ed Self-contained Bilingual Program is serviced by a certified Bilingual (English/Spanish) teacher. Instruction is in English with Spanish supports. A bilingual paraprofessional works with the bilingual teacher in order to support students who need one-to-one instruction. Materials and tasks are differentiated according to the needs of the bilingual students. The bilingual teacher uses ESL strategies and other scaffolds to meet the needs of bilingual students. Bilingual dictionaries, picture dictionaries and bilingual versions of content area texts and other materials are used to support the learning. Graphic organizers, pictures, charts, videos, hands-on activities, technology, and cooperative learning strategies are used to make content comprehensible. The NLA (Native Language Arts) curriculum in the Bilingual Program mirrors the ELA curriculum. Literacy skills developed in the NLA class transfer to the other content areas and to ELA and ESL classes. ELLs in this self-contained program travel to another classroom for ESL instruction. A licensed ESL teacher provides ESL instruction that follows the Thematic Curriculum for regular ELLs.

Math for ELLs is delivered in English by licensed math teachers who use ESL strategies and hands-on activities to support the learning experience of ELLs. A Spanish version of the Math text is available as well as bilingual dictionaries and bilingual math glossaries. Technology resources in the native language are also used to provide home language support. Professional Development in ESL strategies is provided for Math teachers who service ELLs. The Extended Day program services ELLs in need of remediation in Math. Here, ELLs can get homework help in math and remediation in math skills as needed.

Social Studies for ELLs is delivered in English by licensed Social Studies teachers who use ESL strategies. A Spanish version of the Social Studies text is available as well as bilingual dictionaries, bilingual Social Studies glossaries and technology resources to provide home language support. ELLs may choose to work with their Social Studies teachers during the Extended Day Program. Here, the Social Studies teacher reviews content vocabulary and works on developing comprehension of the chapter at hand. Reading and writing activities in the Social Studies context are also used to build language acquisition and literacy stamina.

Science for ELLs is delivered in English by licensed Science teachers who use ESL strategies. A Spanish version of the Science text is available as well as bilingual dictionaries, bilingual Science glossaries, and technology resources to provide home language support. ELLs are encouraged to work with their Science teacher as needed during the Extended Day Program. Here they review topics that are difficult for them, get homework help in Science, and are provided with an opportunity to ask questions regarding the Science content.

4. ASSESSMENT OF ELLS IN THEIR NATIVE LANGUAGES

Sixth and seventh grade ELLs must take the NYSESLAT and ELA state assessments in English. However, the Math state exam may be provided in the translated version in their home language. Eighth grade ELLs must take the NYSESLAT and ELA state assessments in English. The Math and Science state assessments may be provided in the translated version in their home language. All ELLs are provided with bilingual word-to-word dictionaries and bilingual glossaries for Math and Science bilingual glossaries may be used during all assessments. Bilingual word-to-word dictionaries may be used during all assessments. Bilingual Special Ed ELLs are assessed yearly with the ELE exam. In the Bilingual Special Ed classroom, ELLs are assessed in Spanish at the beginning of the year to identify levels of literacy in Spanish. The Special Ed Bilingual teacher conducts an oral interview, a "quick write", and a running record in Spanish to assess the literacy levels. Throughout the year formative (formal and informal) and summative assessments are given in Spanish. In the Native Language Arts classes, SWDs ELLs are assessed in Reading and Writing in Spanish. Spanish language portfolios are maintained to track progress in L1.

5. DIFFERENTIATING INSTRUCTION

A. Programming and Scheduling Information

A. SIFE

All teachers who service SIFE are informed of their "SIFE" status. All teachers who service SIFE use differentiated instruction strategies to meet SIFE needs. Direct instruction is presented in a clear and explicit manner, with visual supports, repetition, and other scaffolds that support the comprehension process for SIFE. Tasks are differentiated to provide learning activities that SIFE can successfully do.

The ESL Standards-based Thematic Curriculum provides a program that is relevant to SIFE interests and experiences. Differentiated instruction allows for SIFE students to perform on their level of readiness, ability, and English acquisition. The ESL teachers provide a variety of differentiated strategies that support the learning experiences of SIFE, i.e. varied texts, leveled questioning, cooperative learning activities, choices of tasks, graphic organizers, and tiered activities to create a successful learning experience.

All four language skills – listening, speaking, reading, and writing are addressed. The ESL teacher helps SIFE identify individual goals to target within in the thematic curriculum. A focus on academic language development provides exposure to the language that appears in other content areas and on State assessments. Smart Board activities engage SIFE and provide opportunities for non-verbal participation, which is non-threatening to SIFE.

Achieve 3000, an online Standards-based differentiated literacy program is integrated into the ELA Program for ELLs. SIFE are able to perform on their specific levels of literacy and move into higher levels of reading, writing, and thinking skills in a structured program that continuously assesses their progress and moves them into the next level. SIFE love to work on their laptops. The ELA teacher works with the SIFE to support their ability to use the program. A Spanish version is available for SIFE as needed.

The Extended Day Program provides additional support for SIFE ELLs. SIFE are placed with an ESL teacher who differentiates for to target the skill areas SIFE need to strengthen in order to perform better in all content area classrooms. Homework help is also provided.

The Special Ed Self-contained Bilingual Program is a Standards-based program that differentiates for SIFE by providing activities and scaffolds that will enable SIFE to comprehend, participate, and produce work on their levels of readiness. The certified Bilingual teacher differentiates by language levels, readiness, and abilities to support the learning experience. Graphic organizers, cooperative learning activities, leveled questioning, tiered tasks, and use of drawing to express ideas are strategies used to support SIFE learners in the Bilingual program. Special attention is placed on vocabulary development. Hands-on activities, manipulatives, and realia are used to support comprehension. The Smart Board is used for interactive activities that engage and provide opportunity for participation in non-threatening ways. A laptop for each student is provided to enrich the learning experience for SIFE and provide a variety of electronic resources to meet their individual needs.

Professional Development that focuses on the needs of SIFE and the strategies used to support their learning is provided to all teachers who service them.

B. All teachers who service ELLs that have been in the U.S. less than 3 years (Newcomers) are informed of their Beginner status. They differentiate for Beginners by providing a variety of leveled texts, tiered activities, graphic organizers, using drawing to express ideas, foldables, leveled questioning, cooperative learning activities, and flexible grouping. Focus on academic vocabulary development helps Newcomers become familiar with the language of content areas and State assessments.

Newcomers are also invited to participate in our Extended Day Program. Here teachers differentiate by providing whatever support Beginners may need in any of the content areas. Reviewing the lessons of the day, providing practice in areas of need, and homework help is available for Beginners.

The ESL Thematic Curriculum provides a non-fiction literacy approach with integrated skills that exposes Newcomers to a variety of texts. All four language skills are addressed and activities are differentiated to accommodate the literacy levels of Newcomers. ESL teachers use a variety of leveled texts and tasks as well as provide choices for products that accommodate the needs of Beginners. ESL strategies and other scaffolds as well as cooperative learning activities provide support for Beginners. A focus on academic language helps Newcomers build English vocabulary skills. The ESL teacher helps Newcomers identify specific individual goals that will target the weakest skills and enhance their ability to participate in the thematic curriculum. Bilingual and picture dictionaries as well as technology resources in their home language are used to support the learning.

Achieve 3000, a Standards-based differentiated online literacy program is integrated into ELA Curriculum. The program develops the reading, writing, and thinking skills. This program is aligned with the Common Core State Standards and allows Newcomers to work on a 1:1 basis on their specific literacy levels and to make progress in a structured program that continuously assess the levels of progress and raises the levels of reading and writing accordingly. A Spanish version of the activities is available to support the learning.

Professional development that focuses on the needs of newcomers and the strategies used to support their learning are provided for all teachers who service them.

C. ELLs receiving service 4 to 6 years of service suffer from what researchers call “the ELL stall”. They need a rigorous and stimulating curriculum that offers opportunity for self-expression and that is relevant to their interests and experience. All teachers of

A. Programming and Scheduling Information

ELLs with 4-6 years of ESL services are informed of their literacy levels and encouraged to provide rigorous activities and tasks that will provide opportunities for these ELLs to develop higher levels of English application. Teachers who service these ELLs use differentiated activities that are rigorous and supported by a variety of scaffolds. Differentiated texts and tasks that are interactive and promote development in all four language skill areas are used.

The ESL Thematic Curriculum is a non-fiction literacy approach with integrated skills provides these ELLs with exposure to a variety of texts. The themes are relevant to ELLs interests and experiences and provide opportunities for critical thinking. It is a rigorous program that promotes all four language skills as well as academic language development. The ESL teachers differentiate instruction through leveled texts and tasks. Graphic organizers, cooperative learning activities, choice of texts, tiered tasks, and interactive activities provide the support these ELLs need to be engaged and challenged in order to stretch their English literacy abilities. Bilingual dictionaries as well as technology resources in the home language are available to support the learning. The thematic ESL program strengthens the language and thinking skills these ELLs encounter in the content area classrooms and on the State assessments.

The Achieve 3000 Standards-based differentiated online literacy program is integrated into the ELA Curriculum. It is aligned with the themes of the curriculum. It offers these ELLs an opportunity to work on their level of English acquisition and to move into higher levels as they progress through the assessments. 4-6 year ELLs are easily engaged in this program. They have acquired enough English skills to facilitate carrying out the Achieve 3000 activities with relative ease. The program continuously challenges their level of literacy development and they find themselves painlessly moving up in lexile levels throughout the duration of the program.

Professional development that focuses on the needs of ELLs with 4-6 years of service and the strategies used to support their learning is provided to all teachers who service them.

D. Long-term ELLs, ELLs with 6+ years of ESL services need intensive academic language development as well as reading and writing development. Research suggests that Long-term ELLs need more time on task in a rigorous curriculum in order to develop reading and writing stamina, thinking skills, and problem-solving skills in English. They need access to a variety of reading material that is of high interest and exposes them to higher order thinking in English and academic language acquisition. All teachers of Long-term ELLs are encouraged to focus on building academic language skills. This includes the "bricks" and the "mortar" of the English language.

The ESL Thematic Curriculum provides a rigorous standards-based ESL program with integrated skills that exposes Long-term ELLs to a variety of non-fiction texts, academic language, and critical thinking skills. The themes are based on student's interests and experience. There is opportunity for self-expression and opinions. The ESL teachers differentiate to provide Long-term ELLs with texts and tasks that are rigorous with appropriate scaffolds to support the learning. Leveled texts, tiered tasks, choice, cooperative learning activities, graphic organizers, and interactive activities provide these ELLs with opportunities to learn and apply new language structures that will develop reading and writing skills and build the reading and writing stamina they need to meet and exceed all the Standards and state assessments. Bilingual and English dictionaries are provided as well as technology support as needed.

Achieve 3000, a Standards-based online differentiated literacy program is used in alignment with the Common Core Standards and the ELA curriculum. Long-term ELLs are able to make continuous progress in reading and writing levels through its ongoing assessments. The program is engaging and fun. The articles are interesting and connected to real world experiences. Long-term ELLs are challenged on their own literacy levels and in a non-threatening way.

Professional development that focuses on the needs of Long-term ELLs and the strategies used to support their learning is provided to all teachers who service them.

6. ELLs identified as having special needs (SWDs) are serviced in our ESL programs.

In the Standards-based ESL Thematic Curriculum, ESL teachers assess SWDs to identify their levels of English and provide differentiated instruction and materials. ESL teachers have access to the students' I.E.P. This data serves as a guide for targeted goals of SWDs.

The ESL Thematic Curriculum is relevant to SWDs' interests and experiences. All four language skills are addressed – listening, speaking, reading, and writing. A focus on academic language provides exposure to the language that is used across the curriculum and on State assessments. This Standards-based non-fiction texts with integrated skills provides SWDs with the opportunity to read and write in a variety of contexts. The ESL teachers differentiate instruction by providing a variety of leveled texts and tasks that meet the levels of English, readiness, and abilities of SWDs. Graphic organizers, tiered tasks, choice, cooperative learning activities, technology supports and other scaffolds provide SWDs with the support they need to succeed in the ESL classroom. Bilingual dictionaries, English dictionaries, and picture dictionaries are available as well as a leveled classroom library.

Achieve 3000, a Standards-based differentiated online structured reading and writing program is used in alignment with the Common Core Standards and the ELA curriculum. This program offers SWDs an opportunity to work on their level of English literacy and to move into higher levels as they progress through the program. This is a fun and interesting venue for SWDs.

A. Programming and Scheduling Information

SWDs in the Special Ed Self-contained Bilingual Program are serviced in a program that targets their needs according to their levels of English and Spanish. The Special Ed Bilingual teacher differentiates for SWDs and helps them to establish goals that targets their special needs and the development of the literacy skills they need in order to function in an academic setting. Differentiation in the form of leveled texts and tasks in both languages are used. Graphic organizers, tiered tasks, choice, cooperative learning activities, and technology supports are used to support the learning.

7. ELLs-SWDs are serviced in the ESL program by scheduling them into ESL classes that meet their needs for smaller class size. Self-contained and CTT ELLs-SWDs are provided with the same standards-based ESL Thematic Curriculum that is afforded to regular ELLs. ESL teachers differentiate to meet the needs of the ELLs-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	N/A			
Social Studies:	English/Spanish			
Math:	English/Spanish			
Science:	English/Spanish			

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

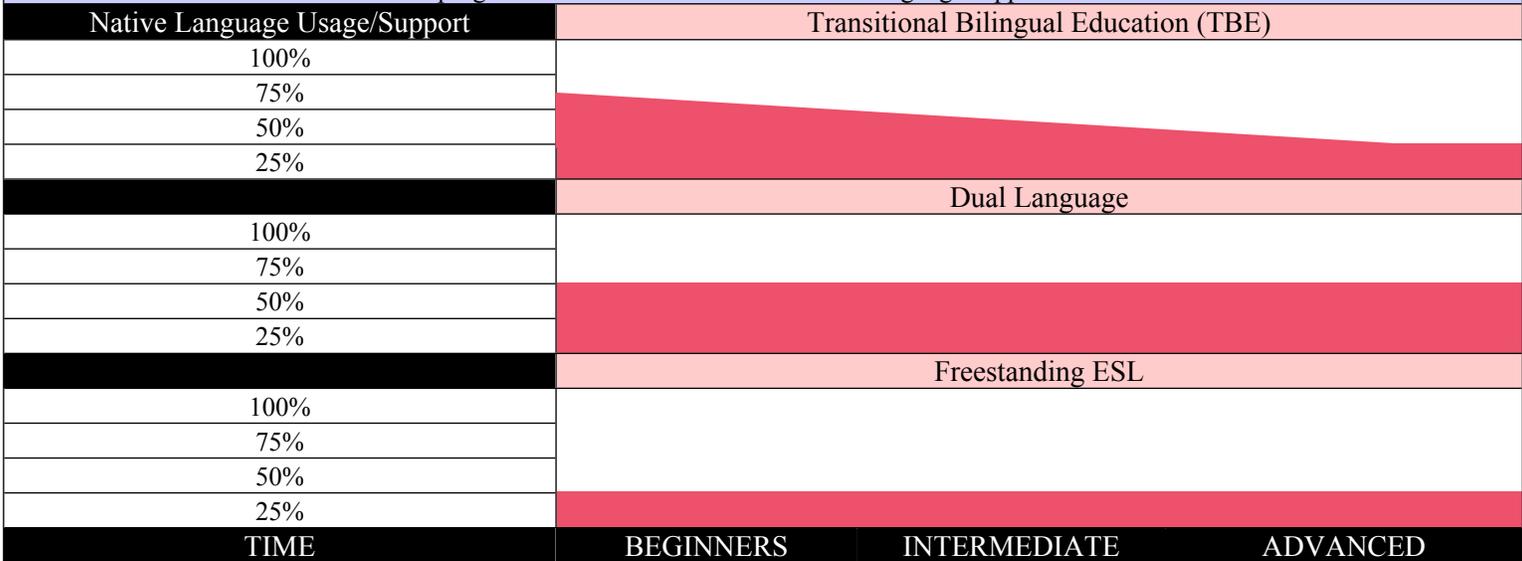
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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
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Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. TARGETED INTERVENTION PROGRAMS FOR ELLS

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

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

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

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

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

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

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

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

10. NEW PROGRAMS CONSIDERED FOR THE UPCOMING SCHOOL YEAR

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

collaboration, and higher-order thinking and immerse themselves in real-life science news and a variety of science books and magazines.

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

11. DISCONTINUED PROGRAMS FOR ELLS

For the school year 2011-2012, we are not offering a Transitional Bilingual Program because of low enrollment and insufficient requests for a Bilingual Program. We provide continuing information to parents/guardians about the types of language programs available to them in the DOE. Records are kept of all parents/guardians who have requested that they be notified if enough parents request a bilingual program. Each year, at the beginning of the year, parents receive written notice regarding available language programs for their children. The Assistant Principal for ESL and the Parent Coordinator collaborate on making sure that parents are continuously informed about the programs available during monthly PTA meetings, Parent/Teacher Conferences, and ELL Parent Meetings. If parents articulate their interest in any of these programs, their names are added to the list of parents who want a Bilingual Program for their children. Records of parents' requests are kept by the Assistant Principal for ESL and the Parent Coordinator. Each year they work together to identify the number of parents/guardians requesting a Bilingual Education program in separate grades and/or contiguous grades.

We do currently maintain a Special Ed Self-contained 7th grade Bilingual Program.

12. HOW ELLS ARE AFFORDED EQUAL ACCESS TO ALL SCHOOL PROGRAMS

ELLs are included in all school activities and programs. ELLs receive the same programming as regular non-ELLs. All students get ELA, Math, Social Studies, Science, and Physical Education. The Extended Day Program provides for remediation for all students including

ELLs. In-school counseling services are to all students including ELLs. The AIDP Program

Notices about special after-school programs and services are provided to all students including ELLs in English and in their home language.

ELLs are provided with special after-school programs and supplemental programs that target their specific needs. The Title III Program offers a Newcomer class during the week before school on Tuesdays and Wednesdays. This program runs from December through May. It is a computerized online program that targets the needs of Newcomers who lack basic English skills. ELLs are able to advance from one level to the next as they work on the interactive activities that include listening skills development. ELLs also have the Saturday Academy for ELLs. Here ELLs are provided with remediation in ESL/ELA and Math. A bilingual Math teacher is able to differentiate instruction by language as well as skills. The ESL/ELA classes are divided by levels of language proficiency. The licensed ESL teacher uses a variety of content-based texts to develop academic language and comprehension skills. The goal of the program is to build reading and writing stamina and to prepare the ELLs for the ELA, NYSESLAT, and Math assessments.

13. INSTRUCTIONAL MATERIALS USED TO SUPPORT ELLS

Every classroom has a Smart Board. ELLs have access to laptops. Every ESL classroom is equipped with a classroom leveled Library, bilingual and English dictionaries, and picture dictionaries. ELLs' ELA classes are provided with Achieve 3000, an online Standards-based differentiated reading and writing program. This program is aligned to the new Common Core State Standards. It is based on informational texts.

14. NATIVE LANGUAGE SUPPORT

Bilingual dictionaries, bilingual glossaries, Spanish versions of content area texts, and technology resources provide home language support for ELLs in all content areas. There is a Native Language Arts class in the Bilingual Special Ed self-contained program. The Assistant Principal for the ESL Department and the Parent Coordinator, who are both bilingual (English/Spanish) provide support to teachers and facilitate communication with ELLs and their parents. Translations in low-incidence languages are provided through the Translation & Interpretation Unit of the DOE.

15. REQUIRED SERVICES SUPPORT

Required services support and resources correspond to ELLs' ages and grade levels. Materials and resources are chosen that meet the interests and developmental levels that correspond to ELLs' age groups. ESL teachers conduct an Interest Survey in the beginning of the year as part of the overall assessment of each ELL. This helps the teachers determine what topics are of interest their ELLs. Materials and resources are also chosen to reflect the grade levels of our ELLs. Even in the case of Beginner or SIFE ELLs, we take care to choose materials that are high interest as well as age and grade appropriate. The ESL curriculum as well as the other content areas strive to use materials that reflect the new Common Core Standards. Scaffolds and differentiation as well as interactive activities are then used to support student learning.

16. ACTIVITIES TO ASSIST NEWLY ENROLLED ELL STUDENTS BEFORE THE BEGINNING OF THE SCHOOL YEAR.

Before school begins new entrants come in to register. The Assistant Principal for the ESL Department helps parents with the registration process. The Assistant Principal for the ESL Department interviews parents and helps them fill out registration forms. Parents may ask any questions they have about the school and the programs offered. An Orientation Meeting is provided for new entrants and their families. Here, teachers and supervisors introduce themselves to the new students along with a brief summary of their program and additional services for students. The Assistant Principal for ESL meets with the ELL parents/guardians and ELLs to explain the ESL Free-standing Program as well as all other content areas. A tour of the school building and an explanation of the remediation services offered to ELLs is presented to parents/guardians and the new ELLs. Parents/guardians are asked to sign a list of those interested in securing additional support programs for their children. Availability of a Parent ESL class is also presented to parents/guardians. These lists are used later on to sign-up ELLs and/or their parents/guardians for remediation programs.

17. LANGUAGE ELECTIVES

We do not currently offer language Electives to ELLs.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

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

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

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

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

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

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

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

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

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

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

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

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

E. Parental Involvement

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

E. PARENT INVOLVEMENT

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	B							1	0	0				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
G	I							4	6	0				
	A							10	19	15				
	P							7	18	17				
READING/ WRITING	B							5	9	3				
	I							3	11	17				
	A							9	14	14				
	P							5	5	2				

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (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)	7	2						
Chinese Reading Test								

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

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

6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. The assessment tools used to assess the early literacy skills of our ELLs are: the LAB-R and the Spanish LAB; oral, reading, and writing informal assessments conducted by the ESL teachers; the ELE; Periodic Assessments; and Achieve 3000. The LAB-R provides a baseline assessment of the English literacy skills ELLs bring into the program. The Spanish LAB and the ELE data are indicative of the literacy skills in L1 (the home language). Research tells us that ELLs who have a high level of literacy in L1 are more likely to advance quicker in English language acquisition because knowledge of literacy skills transfers into the acquisition of English. The informal assessments in speaking, reading, and writing provide authentic data on the early literacy and performance abilities of the ELLs in English. Achieve 3000 conducts a preliminary assessments in order to differentiate the levels of the texts in the program. All this data helps us identify the authentic language needs of ELLs and those who will need added support in developing English literacy skills. These ELLs are targeted for our supplemental ELL programs. This data also helps teachers who service ELLs to identify ELLs who will need differentiated instruction. Our current population of ELLs, for example, is comprised of 46% Advanced level; 37% Intermediate level; and 17% Beginner level. This data translates into the fact that most of our ELL population this year is able to read and write to a considerable extent. Of course, there will be the 17% Beginner ELLs interspersed within the classes. Therefore, all teachers who service ELLs will need to plan for activities that will advance the English acquisition of the Intermediate and Advanced ELLs, as well as meet the basic needs of the Beginner ELLs. In the face of implementing the new Common Core Standards, teachers of ELLs need to have high expectations for ELLs and provide lesson and materials of a rigorous nature. However, teachers of ELLs need to also provide the necessary scaffolds and ESL strategies that will support the ELLs in to meeting those expectations. Beginner ELLs will need differentiated instruction and will need to be targeted for the Title III and SIFE Grant after-school programs. Intermediate and Advanced level ELLs that demonstrate need for extra support must also be targeted for the after-school ELL programs.

2. The data patterns across proficiency levels on the LAB-R and NYSESLAT reveals that 17% of all ELLs scored at the Beginner Level, 37% of all ELLs scored at the Intermediate level, and 46% of all ELLs scored at the Advanced level. This data tells us that the majority of ELLs fall into the Intermediate and Advanced Levels on the LAB-R and NYSESLAT. In the 6th grade 22% scored at Beginner level, 22% scored at the Intermediate level, and 56% scored at Advanced level. In 7th grade, 16% scored at Beginner level, 39% scored at Intermediate level, and 45% scored at Advanced level. In 8th grade, 12% scored at Beginner level, 46% scored at Intermediate level, and 42% scored at Advanced level. This data shows that in the 7th and 8th grades, most ELLs scored at the Intermediate of Advanced levels. In the 6th grade, most ELLs scored at the Advanced level. Nevertheless, there are Beginner ELLs in all grades. This highlights the need for teachers of ELLs to differentiate in order to meet the needs of the Beginners. This data also tells us that the majority of our ELLs will need rigorous activities that will build reading, writing, and higher-order thinking stamina. A focus on academic language development as well as listening and speaking skills will provide much needed practice for all. Teachers of ELLs should strive to create lessons that are interactive in nature, and that provide opportunities for using all four language skills.

3. In terms of the modality analysis in Listening and Speaking, .010% of all ELLs scored on the Beginner Level. 10% of all ELLs scored on the Intermediate Level. 48% scored on the Advanced Level, and 40% scored on the Proficient Level. In the Reading and Writing modalities 17% of all ELLs scored on the Beginner Level and 32% scored on the Intermediate Level. 28% scored on the Advanced Level, and 23% scored on the Proficient Level. This data reveals that the majority of ELLs are adept in listening and speaking skills. Most of our ELLs scored Advanced or Proficient in listening and speaking skills. There are a few (17%) at the Beginner Level and a considerable number (32%) at the Intermediate Level. The data for the Reading and Writing modality shows that the majority scored at the Intermediate and Advanced Levels. This indicates that reading and writing skills are weak and that, most probably, the weakest link is academic

language. Therefore, instruction needs to focus on developing reading and writing skills with emphasis on academic language. Teachers of ELLs will need to plan for explicit teaching of reading and writing skills and academic language development. Scaffolding and differentiated instruction will be a key ingredient to enhance comprehension for the Beginners and Intermediate ELLs, and tasks will need to be differentiated to stimulate growth for ELLs who scored Advanced and Proficient on the NYSESLAT. Furthermore, reading and writing skills will need to be addressed in all content areas. Building human capital in the school will require professional development in ESL and QTEL strategies in order to support teachers who service our ELLs.

4. The Free Standing ESL Program - The NYSESLAT and LAB-R data indicate that on all grade levels, the majority of ELLs scored at the Intermediate and Advanced Levels. This means that more focus needs to be placed on moving ELLs in the Reading and Writing skill areas. The ESL Thematic Curriculum has been successful in engaging ELLs' interest and participation. The program fosters connections between the learning and "real life" experiences. Differentiating instruction within a thematic unit is made easier because there is an "essential question" that overrides all the learning. ESL teachers can assign a variety of leveled texts and tasks that meet the reading levels of the ELLs and reflects the "essential question". This learning environment promotes deeper meaning and the development of higher order thinking skills. Topics are thought-provoking and also build on background knowledge. ESL teachers use cooperative learning activities that allow for the more advanced learners to affect the learning of the less advanced learners (Vygotsky's Theory of Proximal Development). Focus on academic language development is vital. Attention should be paid to the use academic language learned in speaking and writing in the ESL classroom.. Attention to the identification of specific student goals, tracking progress, and providing timely feedback will help the ELLs take ownership of their learning and teach them how to evaluate themselves. ESL teacher need to employ the Common Core Standards and the ESL Standards in order to prepare our ELLs to succeed in the content areas and on the State assessments.

Periodic assessments serve to identify the strengths and weaknesses of ELLs. The school leadership and the teachers use the results of these assessments to identify the goals for the ELL programs and to the track the progress of ELLs. The results of these assessments are also used to design the targeted remediation programs, i.e. Title III and SIFE Grant Programs. The periodic assessments are helping the school learn about the needs of ELLs and how they learn best. It also highlights the particular skill areas that need work. The school has learned that ELLs need more time and they also need more support. We target the ELLs who need that support for the Extended Day Program and for the Title III and Sife Grant after-school programs.

ELLs had the choice to take the Math test in their home language, but only 3 ELLs chose this. One ELL chose to take the test in Arabic, and two ELLs chose to take the Math test in Spanish. Most of our ELLs choose to take the state assessments in English. The native languages are used in the form of supports: bilingual dictionaries and picture dictionaries in the languages reflected in the ESL classrooms are provided, a "buddy" that speaks the language of a new entrant, and technology supports i.e. the Smart Board and Google Translator.

The Transitional Bilingual Program- our bilingual program is a Special Ed Self-contained program in a 1:1:1 environment. There is a certified bilingual teacher and a bilingual paraprofessional. There are ten (10) SWDs, nine (9) are ELLs. The class stays together for most of their classes. They do travel elsewhere for Gym and for ESL services. The results of the NYSESLAT reveal that 67% scored on the Intermediate level, while 33% scored on the Beginner level. Furthermore, the results of the ELE reveal that all of these SWDs ELLs have very low literacy skills in L1 (they all scored on the 1st quartile). This data suggests that this group of SWDs ELLs need instruction that targets English literacy with some L1 support. The language policy for instruction is 75% English and 25% Spanish, with minor exceptions that will be targeted during the work period by the bilingual para-professional. Most of the SWDs in this bilingual class prefer learning mostly in English with oral translations in Spanish as needed to support the comprehension. Of course, SWDs ELLs do have an I.E.P. that specifically identifies the areas to be targeted. Nevertheless, formative assessments help the teacher further identify the areas of weakness that need to be addressed. Data from the periodic assessments help the Bilingual Teacher to track the progress of SWDs ELLs. This data also helps the leadership to understand the needs of this class and identify some of the teaching areas that may need professional development.

5. N/A

6. The success of our programs for ELLs are evaluated via the ELA, Math, and NYSESLAT state assessment scores as well as by the State Report Card (AYP). We also use Achieve 3000 Monthly Reports to assess the progress of our ELLs in Reading. The ITAs and in ELA and Math are also indicative of how successful our programs have been.

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: The Willoughby School

School DBN: 32K162

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Barbara DeMartino	Principal		
Miriam Errico	Assistant Principal		
Vanessa Hernandez	Parent Coordinator		
Joseph Abraham	ESL Teacher		
Sandra Diaz	Parent		
Aria Jimenez/ELA	Teacher/Subject Area		
Esther Perez/Bilingual	Teacher/Subject Area		
Jessica Snell - ELA Coach	Coach		
	Coach		
Lisa D'Angelo	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 2 **Network:** 208

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

Part A: Needs Assessment Findings

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

We utilize the following data sources:

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The Willoughby	DBN: 32K162
Cluster Leader: Despina Zaharakis	Network Leader: Dan Purus
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 45 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: ELLs are held to the same high expectations outlined in the NYS Common Core Learning Standards(CCLS) for regular monolingual students. However, ELLs need more time and remediation. Our Title III Supplemental Program targets the needs of ELLs so that they can improve in their content area classes. The goals of the program are to develop English literacy and Math skills in order to prepare ELLs to meet and exceed the rigorous expectations of the CCLS, and to succeed on the ELA, NYSESLAT, and Math state assessments. Our Newcomer Program meets the needs of 12-15 Newcomers and SIFE, grades 6-8. We will be using a computerized program (ESL ReadingSmart). It is aligned to the ESL Learning Standards and uses multi-genre, multi-cultural selections to develop reading skills. The certified ESL teacher will choose the texts according to the interests of the class. A preliminary assessment will be given to determine the placement level of each student. This engaging reading program allows each student to have an individualized learning path. The program monitors the students' progress and moves them up to higher levels based on ongoing assessments. There are multimedia vocabulary and comprehension games for additional reinforcement. This program will meet 4 times a week for 1/2 hour for 10 weeks. Classes take place before school, 7:30AM to 8:00AM. The program will start in December.

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

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

Teachers in both sections (ESL/Math) will use scaffolds to meet the needs of their ELLs. Classes meet on Saturdays for seventeen (17) three-hour sessions, 9:00 AM to 12:00 PM. Classes start will start in November and end in May.

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: The Title III Program provides an Adult ESL Class for parents of ELLs that wish to learn English. We encourage ELL parents to learn English at the same time their children attend the Saturday Academy for ELLs. This is part of our parent outreach effort. We try to engage parents who attend our classes in other school activities, such as PTA meetings and ELL Parent workshops. We educate parents who attend these classes on how the educational system works, how they can affect the future of their children by encouraging them to finish school and pursue a college degree. ESL classes are held on Saturday, 9:00 AM to 12:00 PM, for 17 sessions, November thru May. The goal of the program is to provide the English necessary to meet the immediate needs of parents and to improve their ability to understand and use English. This is a thematic curriculum that targets a variety of topics of daily life, i.e. daily routines, school and education, transportation, health, the workplace, telephone skills, shopping, government and law, and immigration. Grammar and mathematics skills are also included. The activities include vocabulary development, dialogues, reading, writing, and real-life Math application. A certified ESL teacher will teach this class. Parents are invited by letters written in English and in the home languages. Letters are followed by phone calls to parents in the home language. Parents will also be invited to attend a monthly ELL Parent Meeting. The topics for these meetings will be educational and informational. Parents will learn about the process of learning a second language and what they can do to help their child at home. They will learn about the State assessments and their importance in the education of their children. They will be exposed to information regarding community resources available to them and their children. Presentations by outside resources, i.e.

Part D: Parental Engagement Activities

Bushwick/Ridgewood CBO and PTA- sponsored presentations .

Part E: Budget

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

Allocation Amount: \$11780

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$11,781.55	51 hours x 3 teachers for Saturday Academy x \$50.19 = \$7,679.07 59hours x 1 supervisor for Saturday Academy x \$52.52 = \$3,098.68 20 hours x 1 teacher for Newcomer Program x \$50.19 = \$1,003.80
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	N/A	N/A 5 hours of professional development delivered by the Instructional Coach
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	N/A	Books and materials are on site. ESL ReadingSmart for Newcomers Program Longman's Shining Star Series- Level A- For Saturday Academy ESL Program Longman's Mathematics for ELLs- For the Saturday Academy Math Program
Educational Software (Object Code 199)	N/A	
Travel	N/A	
Other	N/A	
TOTAL	\$11,781.55	