



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 163 THE ALFRED E. SMITH SCHOOL

DBN: DISTRICT 3/MANHATTAN/NETWORK 408

PRINCIPAL: DONNY LOPEZ

EMAIL: DLOPEZ17@SCHOOLS.NYC.GOV

SUPERINTENDENT: ILENE ALTSCHUL

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Donny Lopez	*Principal or Designee	
Peter Cohen	*UFT Chapter Leader or Designee	
Carrie Reynolds	*PA/PTA President or Designated Co-President	
	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	
Carolyn Weinberg	Member/Teacher/Co-chair SLT	
Melissa Flores	Member/Teacher	
Yesenia Alfaro	Member/Teacher	
Denise Soto	Member/Teacher	
Ana Crenovich	Member/Parent/Co-chair SLT	
Emeyou Teshineh	Member/Parent	
Kim Haslinger	Member/Parent	
Darcia Hemphill	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2013, 100% of students will be engaged in at least two units of study in ELA aligned to the Common Core State Standards that incorporates Depth of Knowledge level three performance based tasks.

Comprehensive needs assessment

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

During 2011-12, teacher teams familiarized themselves with the new Common Core Standards and compared the new Standards to the current Standards. Teacher teams noted that the new Common Core Standards set higher expectations for students, with an increased emphasis on reading and writing about non-fiction texts and reading texts of increased complexity from texts they currently read. Test scores on the NY Statewide tests taken by students in grades 3, 4, and 5 indicate that about 40% of the students who took the ELA examination did not meet benchmarks. This suggests that our school needs to help our students read and understand text of increasing complexity. For school year 2012-13, teachers administered and analyzed a student assessment from each grade and identified gaps in students' ability to read text and respond to a question when compared to the new Common Core Standards. Such an analysis reaffirmed what we have noted from the results of the Statewide tests. Thus the goal we have selected allows us to phase the new Common Core Standards into our curriculum planning while we continue to provide rigorous instruction to meet the new demands of the changing Standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- 1. Teachers will provide reading instruction to students who perform in the lower portion of their class during extended day (September – June)**
 - 2. Teachers will set reading and writing goals for students in the lowest third of their class every eight weeks (End of September)**
 - 3. Teachers will have access to leveled text through Learning A to Z and other sources (October 15th)**
 - 4. Restructured readers' workshop to incorporate all elements of balanced literacy including shared reading, read aloud, small group instruction, and building stamina (September – June)**
 - 5. Where appropriate teacher teams in grades 3, 4 and 5 will align their social studies and ELA units of study (November 15th)**
 - 6. Teachers in all grades will continue to use weekly prompted writing as a basis for assessing students' writing needs and for providing instruction (Beginning of September)**
 - 7. Teacher teams will align our ELA units of study and monitoring systems with the Common Core State Standards (Beginning of October)**
 - 8. Teachers will use a modified UBD format for creating unit plans which will be completed by May 2013**
 - 9. Teachers will revise an informational reading unit to align with the Common Core State Standards and engage third through fifth grade students in a persuasive writing unit also aligned to the Common Core State Standards. Teachers in grades K through 2 will prepare an informational reading and**

writing unit. Such a unit will be implemented during January through April depending on the grade.

10. Selected students including ELL, special needs and students in the lowest third will receive additional small group (End of February)
11. Teachers will provide various subgroups of students with additional small group instruction to support students' reading and writing needs. Such modifications will be identified in the unit plan and may include pre-teaching reading text, use of graphic organizers, teaching of content vocabulary, etc. (Beginning of November)
12. The ESL, SETTS and CTT teachers will provide small group instruction to complement and support the teaching around the unit of study (End of September)

The school's principal alongside the administrative team will directly evaluate and monitor the implementation of all instructional activities mentioned above through both formal and informal observations. The administrative team and classroom teachers will have structured meeting time to meet and monitor the implementation of all instructional activities. Structured meeting times include: weekly grade leader meetings on Friday mornings and bi-monthly grade level team meetings.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The SLT developed a summer reading program. Parents were provided with summer reading resources and a subscription to RAZ Kids reading program. The program ended with an awards ceremony. The summer reading program will become a yearlong event and become a vacation reading program. School staff will provide parents with information on the requirements of the NY State testing program. In February, parents will participate in a workshop provided by administrators and lead teachers. Parent coordinator will organize workshops for parents regarding instructional content and techniques parents can implement at home. Such workshops will take place in February and March and presented by cluster teachers. Offer a before school family program for parents of ELL students for six weeks beginning in January and presented by dual language kindergarten teachers.

Budget and resources 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 I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

- Fair Student Funding (FSF) revenue will be used to pay for teachers planning time during extended day on Monday where school schedule has been modified
- FSF from DOE will be used to pay per session for teacher teams to write curriculum units and develop performance based task
- Two periods a week of intervention by science cluster teacher thus providing selected students with three days weekly of intervention
- Parent involvement funds will be used to purchase RAZ kids
- The school received a grant which will allow us to substantially increase the number of non-fiction books for classroom libraries

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).

Fair Student Funding constitutes the bulk of the funds available to support the instructional program at PS 163. Parent involvement funds will be used to provide parents with at home reading resources including the RAZ Kids programs. Funds dedicated to paying for our parent coordinator will be used to plan workshops for parents. Should our school be awarded funds through NCLB we will dedicate those funds towards hiring another F status teacher to provide intervention.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

100% of students will be engaged in at least two units of study in mathematics aligned to the Common Core State Standards that incorporates Depth of Knowledge level three performance based tasks.

Comprehensive needs assessment

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

During 2011-12, teacher teams reviewed the new Common Core Standards to become familiar with them and compared the new Standards to the current Standards. Teacher teams noted that the new Common Core Standards set higher expectations for students. When examining the new Standards, teachers found that certain skills are introduced and expected to be mastered at least a grade level earlier than the current Standards. Test scores on the NY Statewide tests taken by students in grades 3,4, and 5 indicate that about 30% of the students who took the math examination did not meet benchmark suggesting that our school needs to help our students improve mathematical reasoning, problem solving and calculation skills. During the current school year, the school conducted a baseline assessment of each student's knowledge on a specific mathematical strand of the new Common Core Standards. Teachers analyzed the assessment results of students in each grade and identified gaps between students' understanding of the content of the assessment and the requirements of the new Common Core Standards on the examined mathematical strand. When comparing the results of the gap analysis to the results of the statewide test, we find gaps in our students' knowledge including difficulty with problem solving, underlying deficits in mathematical reasoning, and facility in calculation particularly with students who perform in the lowest third. Thus, the goal we have selected allows us to phase the new Common Core Standards into our curriculum planning while we continue to provide rigorous instruction to meet the new demands of the changing Standards

Instructional strategies/activities

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

Students who perform in the lowest third will participate in Extended Day to improve underlying math skills including problem solving, calculation reasoning skills in addition to test preparation

- Teachers will set mathematical goals for students who perform in the lowest third every eight weeks (Beginning of October)
- Teachers will receive professional development and add systematic problem solving instruction to their math instruction (October – May)
- Teacher teams will examine Common Core mathematical bundles to determine appropriateness of those tasks. They will adapt the unit by integrating the lesson within our Every Day math curriculum to provide more practice solving the types of problems that students will be required to solve under the new Common Core State Standards (Beginning of October)
- Teacher teams will select or develop an end-of-unit performance-based task to measure our students' ability to understand the mathematics taught during the new Common Core State Standards unit. Such units will be completed by December 23rd.
- Teachers will provide various subgroups of students with additional small group instruction to support students' math needs. Such modifications will include the graphic organizers, increased use of manipulatives, etc. Groups will include ELL students, students with disabilities, and students in the lowest third (End of October)
- Teachers will integrate math games and activities to promote automatic knowledge of number facts (September)
- Professional development opportunities to explore Common Core State Standards during Monday professional development and during grade meetings (September – June)
- Curriculum development and grade planning on professional development days and grade meetings (September – June)
- Professional development provided through network workshops demonstration lessons to provide teachers with a better understanding of the new problem solving method (October – May)

The school's principal alongside the administrative team will directly evaluate and monitor the implementation of all instructional activities mentioned above through both formal and informal observations. The administrative team and classroom teachers will have structured meeting time to meet and monitor implementation of all instructional activities. Structured meeting times include: weekly grade leader meetings on Friday mornings and bi-monthly grade team meetings.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- The school's SLT will look into purchasing iEXCEL, a software program that targets mastery of math state standards. Parents will coordinate with the school's PTA to secure funds to purchase the licenses. Both families and teachers will be able to use iEXCEL. In the classroom, teachers will be use classroom assessments to create activities centered on standards in need of support. At home, families will be able to either continue the classroom activities or create new assignments.

Budget and resources 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 I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

- **Fair Student Fund (FSF) revenue will be used to pay for teacher planning time during extended day on Monday where school schedule has been modified**
- **FSF from DOE will be used to pay per session for teacher teams to revise the Core Curriculum library math curriculum units and develop or modify the Core Curriculum library performance based tasks**
- **Two periods a week of intervention by science cluster teachers thus providing selected students with three days weekly of intervention**

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).

Fair Student Funding constitutes the bulk of the funds available to support the instructional program at PS 163. Funds dedicated to paying for our parent coordinator will be used to plan workshops for parents. Should our school be awarded funds through NCLB we will dedicate those funds towards hiring another F status teacher to provide math intervention. Assistant principal salary to lead professional development activities.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

The administration team will engage the staff in carrying out a minimum of 3 Danielson Framework snapshot cycles

Comprehensive needs assessment

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

PS 163 uses an observation process called snapshots. The process entails short snapshot observations taken during unannounced classroom visits. The observer scripts the observation and provides teachers with immediate and actionable feedback. The post observation conference is designed to engage teachers in a conversation which will lead to improved practice. The Department of Education has selected the Danielson's Framework for Teaching as a researched based protocol that identifies a range of instructional practice from ineffective to highly effective as a refined lens from which we can view instructional practice in the school. The framework also provides a structure for giving teachers specific feedback. Based on a letter from the Chancellor to school staff, our school will use the framework to observe professional practice across three instructional domains. At this time, the results of the Statewide tests in ELA and Math suggest the need to improve student progress particularly in mathematics. By increasing the frequency of observations and observing teaching practice with a more refined lens, we expect to improve student progress which we believe will lead to better overall

performance on the Statewide exams.

Instructional strategies/activities

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

- **Teacher teams were introduced to the observation framework (September)**
- **Supervisory team will conduct team classroom visits and post observation debriefing to establish a consistent framework for observations and feedback. One team member will provide teacher feedback. (September – June)**
- **Observation format has been revised including the three elements of the Danielson Framework Establish a schedule of observations that will result in three observations per teacher (September – June)**
- **Teachers will self reflect on their performance. Supervisors will observe, provide feedback and discuss the components of the rubric with teachers. Teachers will receive a written report (October – June)**
- **Round one of observations completed in December. Round two of observations completed in March. Round three by the end May.**
- **Towards the end of the school year, teachers will receive cumulative feedback for the school year (End of May)**

The school’s principal alongside the administrative team will directly evaluate and monitor the implementation of all instructional activities mentioned above.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Use *Café 163*, monthly parent meetings, as a venue to present The Danielson Framework. The agenda would include an overview of the framework, the purpose and the impact.

Budget and resources 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 I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

A percentage of the salary for each administrator is dedicated to supervision including observations and teacher feedback.

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).

Fair Student Funding provides the funds for the supervisory team in our school. A large percentage of supervisory time is used to visit classrooms and provide active supervision of instruction and mentoring teachers.

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	<p>ELA Tier 1 intervention includes Foundations for all students in grade K and all general education students in grades 1 and 2 during the school day. We have implemented a school wide spelling program (Words Their Way) for students in grades 3 through 5 and the gifted program in grades 1 and 2. This is an assessment based program that provides differentiated instruction for students. Tier II interventions included Great Leaps in grades 2-5 for one-on-one instruction in fluency. Great Leaps is being implemented during the school day and provided by student teachers and CTT special education staff. Additional services in the form of guided reading are provided to students targeted to move from one level to another. Guided reading is also offered</p>	<p>Foundations, Great Leaps, and Words Their Way are provided during school hours, in small groups by classroom teachers.</p> <p>Learning Leaders provides one-on-one tutoring during school hours and JCC provided one-on-one tutoring after school.</p> <p>Teachers provide one-on-one conferences; small group guided reading sessions during the school day in reading strategies and reading comprehension.</p> <p>AIS by SETTS teacher and science teachers one-on-one or in groups for Tier II and Tier II.,</p> <p>5th Grade Lunch Time Tutors provided one-on-one tutoring on sight word activities.</p> <p>A ratio of 1:10 ESL students in grade K-2 will receive small group reading strategy development with a Dual-Language teacher after-</p>	<p>Extended Day, during class time, Recess, and After-school</p> <p>Learning Leaders work with the students during their recess.</p> <p>JCC provides services during after-school.</p> <p>Saturday Academy for grades 3-5</p> <p>After-school program for ESL students in grades K-2.</p> <p>5th Grade Tutors during their recess are tutoring 1st and 2nd grades student during their class time.</p>

	<p>during extended day to targeted groups of students in grades K through 5. JCC provides one-to-one tutoring in reading and phonics to second grade students not meeting ECLAS benchmarks and/or running record benchmarks. JCC also provides lunch time one-on- one tutors in reading for students in grades K-4. Students performing below standard, both mandated and voluntary, will receive services in reading, math, science and social studies, depending on the grade during extended morning. Fifth grade students have been trained in sight word activities to work with 1st and 2nd grade students during lunch. We are going to invite Learning Leaders again this year to work with 1st-3rd grade students. They will support sight word development and phonics instruction. This year we expect to offer a 15 week Saturday Academy for fourth and fifth grade students to help develop skills and prepare students for the ELA test. Students who were struggling during the school day could receive up to three</p> <p>16 hours of small group</p>	<p>school</p>	
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	<p>support on Saturday. We expect to offer ELL students in grade K through 2 a 15 week intervention program in ELA and math that used cooking as a basis for instruction.</p>		
<p>Mathematics</p>	<p>All students are instructed using the Everyday Math program. Teachers use the games to reinforce concepts that are not yet automatic for some students. Teachers are able to support the students who had difficulty understanding the math concepts taught during the week by conducting small groups. Students who performed below standard on the prior year's test, Acuity results and benchmark assessment received small group instruction to address targeted needs during school hours using a combination of CCLS teacher created materials, and remedial teaching. New this year JCC has started an after school math program for 2nd graders not meeting math benchmarks on the beginning of year assessment. Students work one on one with a tutor to remediate math skills. We expect to offer a 15 week Saturday Academy to provide struggling students with math intervention and test</p>	<p>NCLB teacher will work with a small group of students at-risk once the grant is funded.</p>	<p>Extended Day, during class time, Recess, and After-school</p> <p>Learning Leaders work with the students during their recess.</p> <p>JCC provides services during after-school.</p> <p>Saturday Academy for grades 3-5</p> <p>After-school program for ESL students in grades K-2.</p>

	preparation. ELL students will be included in this group. ELL students in grade 1 will receive a 15 week intervention program in ELA and math that used cooking as a basis for instruction.		
Science	Upper and lower grade science teachers support the science curriculum. Students receive instruction both in the science lab and within the classroom. The science teachers will prepare packets of materials based upon the areas of need identified on the test. This information is shared with the extended day and classroom teachers. They will work on the prepared materials, and learning correct vocabulary. During the school day the classroom teacher will prepare follow up activities and provide further instruction using the prepared materials.	Students in fourth grade will receive a practice assessment, which will be analyzed to determine areas of strength and weaknesses. All fourth grade students will receive specialized instruction in the area of measurement since this was an area of weakness noted on the hands on portion of the test.	During the extended day period students will be instructed in small groups. Based on the results of the assessment, the students in the fourth grade will receive additional support to prepare for the state science test both during the school day and during extended morning.
Social Studies	The social studies UBD units are designed under the reading and writing CCLS. The unit is designed to help the students understand more effectively complex text through reading strategies of explanation, interpretation, and application completing written essays.	The teachers will pre-teach vocabulary and background knowledge during prior to the lesson. The students will have three forms of assessment. The pre-assessment will help the teacher understands the reading and writing skills that need to be further developed for each student. The mid-assessment will help the teachers understand if	Pre-teaching will be conducted during Extended Day and prior to the lesson. The writing assessments will be conducted during the combined reading and writing workshop.

		the students have mastered the previous reading and writing strategy. The PBA will assess to see if the students have gained mastery in the reading and writing concepts that the UBD unit is designed upon.	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>The counselor provides at risk counseling for students individually and in small groups. Students are referred for service to the PPT and are recommended for service either for a brief time period or for more extended intervention pending the nature of the referring issue. In addition our Guidance Counselor oversees the Big Brother/Big Sister program within our school. .</p> <p>The ISC school psychologists provides at risk counseling for students individually and in small groups. Students are referred for service to the PPT and are recommended for service either for a brief time period or for more extended intervention pending the nature of the referring issue. Students with more severe problems tend to be referred to the school psychologist for more in depth intervention. We are also beginning a partnership with NYPI to provide counseling to small groups and individual</p>	All services are provided one-on-one or in small groups depended on the students IEP or at-risk services needed for the student.	<p>The Guidance Counselor see mandated students, students at-risk and works with students who are having difficulty building social relationships during recess time.</p> <p>The School Psychologist and the Social Worker students at risk during the school day and during recess time.</p>

	<p>students.</p> <p>The ISC school social worker provides at risk counseling for students individually and in small groups. Students are referred for service to the PPT and are recommended for service either for a brief time period or for more extended intervention pending the nature of the referring issue. Students with more severe problems and with family issues tend to be referred to the school social worker for more in depth intervention.</p>		
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HIGHLY QUALIFIED TEACHERS (HQT)

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

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

Professional development opportunities will be provided for the teachers to explore Common Core Standards and creating UBD units of study during Monday professional development and during grade meetings. Teachers will continue to familiarize themselves with the new Common Core Standards, look at student work to see if it is aligned with the Common Core Standards, and plan instruction to promote student learning towards these higher Standards.

There will be a lead teacher in ELA, Math and Social Studies that work with the grade to plan UBD units of study. The network will provide professional development with the Lead ELA and Math teachers for the grade. Those teachers will work with the grade and other grades on developing UBD units in ELA and Math.

Providing teachers with specific actionable feedback should assist new teachers in developing their craft. Creating a forum for teachers to examine their professional practice will assist them in refining their instruction.

All teachers on the grade will participate in the development of each curriculum unit thus promoting their understanding of the curriculum. Lead in math teachers will provide coaching to their grade on how to develop UBD units of study and to incorporate CCLS with the EDM lessons.

(PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content

and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 Lucius Young	District 03	Borough Manhattan	School Number 163
School Name Alfred E Smith			

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

Principal Virginia Pepe	Assistant Principal Carla Ling
Coach Stella Morales	Coach N/A
ESL Teacher Robert Fouche	Guidance Counselor Jennifer Summillian
Teacher/Subject Area Joseph Wisniewski	Parent Havo Velic
Teacher/Subject Area Yessenia Alfaro	Parent Coordinator Andi Velasquez
Related Service Provider Kelly Ahrene	Other type here
Network Leader Shaun Hopkins	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	1	Number of certified bilingual teachers	5	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	635	Total Number of ELLs	60	ELLs as share of total student population (%)	9.45%
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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

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 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, and the formal initial assess. Also describe the steps taken to annually evaluate ELLs using the NYSESLAT.

Prior to the registration of the students, the Dual Language coach hosts tours to inform parents about the dual language program that the school has to offer. The Parent Coordinator also conducts weekly tours to explain all the programs that the school has to offer, General Education, CTT, Dual Language, Gifted and Talented and ESL. During registration all parents or guardians of newly enrolled students are required to complete a Home Language Survey that is administered by trained pedagogues. It is extremely important to the school to actively engage the parent or guardian during the home language identification process to initially determine whether a child may require ELL services. During the registration process the Pupil Personel Secretary refers the parents to the Home Language Identification Survey team. The team members are Mr. Fouche, the licensed ESL teacher who speaks Haitian, the Dual Language Coach who speaks Spanish and the Parent Coorindator who speaks Spanish as well. This process also includes and interview in the parents' home language. One of the team members will discuss with the parent or guardian the importance of filling out the HLIS, to inform the school staff of the language spoken in the home. The student is also given an informal interview in English to determine their native language. If it is determined that the child's native language is a language other than English the Dual Language Coach will conduct the interview in Spanish and if the student's home language is Haitian, is conducted by the school's Haitian speaking ESL teacher. The ESL teacher will also coordinate with the Parent Coordinator to conduct informal interview with students of other languages using the Translation Department of the Department of Education.

At the beginning of each school year the pedagogue who administers the LAB-R or Spanish LAB reviews the guidelines provided by the DOE to administer the tests. At registration, the HILS team will conduct an initial informal interview with the parent and the child. Then one of the pedagogues will give the parent the HLIS in their preferred language to complete. If the parent speaks a language other than Spanish or Haitian the ESL teacher will have the Translation Department of DOE assist the parent in completing the HLIS form. If the HLIS indicates that your child uses a language other than English, the HLIS team will explain to the parent that the student will be administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). The performance on this test will determine the child's entitlement to English language development support services. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she will also be administered the Spanish LAB by a licensed Dual Language coach or a teacher from the Dual Language program if the coach is not available to determine language dominance. Then the parents or guardians will be provided with notifications and information to regarding the student's ELL program eligibility once the administration of the LAB-R or Spanish LAB is completed. The parent will then be informed of the parent orientation meeting to discuss the choices available at the school to service the ELL student. The ESL teacher will also give a sample of the NYSESLAT to the parent as part of the

documentation packet to help the parents support their child becoming English proficient for their grade level.

The ATS reports that are used to identify the students for the NYSELAT are the RLAT and the RMNR. The NYSELAT is first used to identify if the student will need to continue ESL services. If the student has passed the NYSELAT, the student will still receive extended time on all state tests for the next two years. The school uses the NYSELAT to measure the students' gain as they progress to proficiency in each of the four modalities of listening, speaking, reading, and writing to determine the areas of need to assist the students in gaining an overall proficiency in English language skills for their grade. This information also provides for the ESL teacher on how to group the students according to their grade level or the proficiency levels of beginning, intermediate, and/or advance. This allows the pedagogue to place the students in a strategic heterogeneous or homogenous linguistic grouping that best fits their needs of the students in ELA or Math and other content area subjects.

One administrator will set up the test with the ELS teacher, the Special Ed teacher and the Dual Language coach. Each teacher will administer the test in all four components of reading, writing, listening and speaking to a group of students over several days to ensure that all students have taken the test and that the grid sheets have been appropriately marked for scoring purposes.

The Dual Language pedagogues also can determine how much instructional time should be spent in the native language and in English. The scores from the NYSELAT will help the pedagogues to determine the most suitable amounts of time of English as a Second Language and English Language Arts of instruction time. The team also uses the information to develop the student programs based in the modalities the students need to become proficient in to pass the NYSELAT test.

2. What are the structures in place at your school to ensure that the parents understand all three program choices?

During registration of the student to PS 163, the ESL Teacher or the Dual Language Coach determines if the student(s) is eligible for bilingual/ESL program and services. After the student is tested on the LAB-R, and based on the score the ESL teacher notifies the parents if the students is eligible or non-eligible for services. The ESL teacher will then conduct a orientation in September to inform the parents of the services that are available for their children. The session is conducted in English and Spanish and other languages with the help of the Parent Coordinator, parent volunteers or through the use of the Translation Department of the DOE. The parents are then shown a video explaining the choices and are encouraged to ask additional questions about all three programs that are offered. During the meeting, parents are informed of the range of programs at the school and the advantages of each option for their child. They are requested to sign a choice letter to determine their interest in a program options (Freestanding ESL or Dual Language). We actively encourage participation in the Spanish Dual Language Program. Based on the parent's choice the student is placed in one of the programs at the school. Parents who do not take advantage of the orientation session are contacted by the Parent Coordinator to reschedule another orientation session with the ESL teacher. Orientation session for parents who could not make the previous orientation sessions are then conducted at the parents' convenience. Sessions are often conducted before and after school hours. Prior to the orientation meeting parents are given the entitlement letters and invited to the orientation. At the meeting the parent survey and program selection forms are distributed. The parents are given time after the orientation session to complete all the forms and hand the forms in prior to leaving the school. If a parent needs more time to choose the program that best fits the needs of the child, the Parent Coordinator will sit with the parent and further discuss the programs that are offered at the school. If the Parent picks the ESL program the student is placed in a group that meets their needs according to the score on the LAB-R test. If the parent chooses the Dual Language program the student will remain in their original assigned class or be placed in the Dual Language class. If the parent chooses a TBE program the parent is given the information on the schools that have the program. The parent is then instructed to visit the school to be better informed. In the meantime the student is placed in the parent's second choice.

During the orientation sessions the parents are informed in English and Spanish and their native language through the help of the Parent Coordinator, parent volunteers and the Translation Department of the DOE, that the students will be given instruction in English based on their proficiency levels from the LAB-R scores. The students will receive instruction in English from 180-360 minutes in small group instruction from phonemic awareness to guided reading groups. The instruction will take place during the Reader and Writers workshop, Social Studies, and Science programs as well as using computer based programs that help students acquire language through the listening and reading of abridged books and short stories. The parents will also be informed that ESL program for the students will be in both a push-in and a pull-out format. In the Dual Language program the students will be given instruction in English and Spanish. In the kindergarten grade the instruction is given in a 90/10 split of Spanish and English. In grades one and above the program split is with alternative days of English and Spanish and a half day on Fridays.

The ESL teacher along with the Parent Coordinator explains all three programs in the parent orientation. The first program and explained to the parents is the Transitional Bilingual Education program is introduced to the parents by explaining the instructional

components of the program. The Transitional Bilingual Education program is designed so that students develop conceptual skills in their native language as they learn English. The transitional program of instruction includes: an ESL component is designed to develop skills in listening, speaking, reading, and writing in English; content-area instruction in the native language and English designed to teach subject matter to ELLs; and a Native Language Arts (NLA) component is designed to develop skills in listening, speaking, reading, and writing in the students' home language while cultivating an appreciation of their history and culture. As the students develop English language skills, time in the native language decreases. When ELLs reach proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT), the student is placed in a monolingual class in English.

The parents are then informed that the Dual Language programs are designed to continue developing students' native language, as well as English language skills, throughout schooling. In addition, monolingual English students are given the opportunity to learn a second language. Dual Language programs serve both language-minority students in need of English language development and monolingual English-speaking students who are interested in learning a second language. Dual Language programs have a very clear language policy: students receive half of their instruction in English, and half of their instruction in the second language. The Languages are taught through content areas as well as through literacy. In the Dual Language program the second language taught is Spanish.

The final program that is discussed at the parent orientation is the Freestanding ESL program. It is explained to the parent that the students in ESL are taught in English using ESL methodologies and native language support for a specific amount of time as determined by their child's LAB-R or Spanish LAB. The parents are also informed that at the elementary level, there are three organizational models: push-in, pull-out, and self-contained. The Push-in model program is when a licensed ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. The Pull-out model is when a licensed ESL teacher works with ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction.

3. Describe how the school ensures that the Entitlement Letters are distributed and the Parent Surveys and Selection forms are returned?

PS 163 adheres to the state requirements that requires ELLs to be placed in the appropriate program within ten days of enrollment. Therefore the Parent Coordinator and the ESL teacher worked together to get the parents to return the Parent Surveys and the Parent Selection forms quickly. Prior to the orientation meeting parents are given the entitlement letters and invited to the orientation by the ESL teacher. The Parent Coordinator assists in the distribution of the entitlement letters and reminds the parents to attend the meeting when they are dropping-off and picking-up their children. The Parent Coordinator also reaches out to parents through phone calls to remind them of the orientation meeting. At the meeting the parent survey and program selection forms are distributed. The parents are given time after the orientation session to complete all the forms and hand the forms in prior to leaving the school. If a parent needs more time to choose the program that best fits the needs of the child, the Parent Coordinator will sit with the parent and further discuss the programs that are offered at the school. The parent's choice is coupled with program availability to determine program placement for ELLs. If the parent picks the ESL program the student is placed in a group that meets their needs according to the score on the LAB-R test. If the parent chooses the Dual Language program the student will remain in their originally assigned class or be placed in the Dual Language class that best meet the needs and the learning style of the student. If the parent chooses a TBE program the parent is given the information of the schools that have the program. The parent is then instructed to visit the school to be better informed. In the meantime the student is placed in the parent's second choice.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional program; description must also include any consultation/communication activities with parent in their native language.

Most of the ELL parents often speak a language other than English therefore; the schools uses the translated Departmental materials (brochures, DVDs) and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed. Informational and question-and-answer sessions are provided to the parent in September and throughout the year through group orientations or one-on-one meetings, phone conversations, district presentations, or at the very least, through informational packets. The Parent coordinator and other designated staff members work closely with supervisors (assistant principals, bilingual coordinators), network specialists, and ELL specialists to coordinate school events for ELL parents and deliver information to them in a timely manner. After the parent orientation the students is placed in a class according to the parent selection form. Before the student is placed in a class it is discussed with the parent the best class based on the Parent Selection for the student's learning needs. This conversation is held with the administrative team, the HILS team members, and the parent. This allows the parent to feel

completely comfortable with their choice for their child.

5. After reviewing the Parent Survey and the Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)

After reviewing the parent information, it is properly maintained and stored in the student's cumulative file to ensure that the school has honored the parents' choice and followed the request of the parent from the parent orientation. This process will allow the school can to maximize the parent's choice by being able to review whether or not the school is meeting the parents' needs as indicated on the parent selection form. The HILS form, the Parent Survey and the Parent Selection form are also placed in the students' cumulative file as well as stored with the ESL teacher and an administrator. This allows the Parent coordinators, as well as other designated school personnel to be able to access these forms and store the information throughout the year in a centralized location.

The program requests are aligned with the parent choice. Many Spanish speaking parents whose children are ELLs tend to place their children in the Dual language program. At the start of the 2011-2012 school year there are 60 students who are a part of the ESL population. During the 2010-2011 school year the school served a total of 71 ELLs across the student population. There were a total of 46 newcomers with zero to three years of service, six of the students were special education students, 25 students who received service from four to six year, and one student was a long term ELL. The majority of the newcomers were served in the Dual Language program will the ELLs received four to six years of service in our ESL program. All the special education ELL students were served through ESL services. Thirty-five of the ELL students came from Spanish speaking households while two students came from Haitian Creole language backgrounds and one from a Chinese speaking background. During the 2010-2011 nine families requested to place their children in the Dual Language program for the kindergarten and seven families placed their children in the Free-standing ESL program. During the 2009-2010 program, 16 families choose to the Dual Language program as compared to the 54 families that selected the Free-standing ESL program. Sixteen students who attended the Dual Language program were newcomers of zero to three years, which suggested and increase awareness of the programs the school offered. We believe that the preference for placement in the dual language program is the result of direct outreach to the community, tours where parents may observe the high quality of instruction we provide and opportunities for parents to discuss the program with our dual language coordinator. The high interest in the program may be the result of the 90/10 model we are using for instructing students in our kindergarten dual language program. This model was introduced in the fall of 2008 and will continue during the 2010-2011 school year.

In the lower grades, our programs is aligned with parent request as evidenced by the parent surveys. However, in 2010-2011 the Dual Language program for the fourth grade students was close. The students then became a part of the gifted and talented class in the forth grade. To ensure that our school can offer a comprehensive program throughout the grades, our school redesigned the class into the gifted and talented monolingual class. The dual language students received instruction in Spanish two days a week through supplemental services from a F-status teacher. If in the future the school is faced with declining enrollment, the school can merge two classes into one class and maintain the program.

6. Are the program models offered at your school aligned with parent request? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

The program model offered at our school is aligned with the parent request. The current and past Parent Surveys and Parent Selection forms indicate that the school is meeting the needs of the parents by offering the program selections that they have requested. At PS 163 currently offers two Dual Language classes in kindergarten. The school also offers a Dual Language program in grades one through three. In grades three and four the Dual Language programs offers a gifted and talented class in dual language. The chart below shows the number of classes in each grade in for both the Dual Language and ESL program. Students who receive ESL are often clustered in two classes on each grade so that our service provider can easily serve those students.

ELL Program breakdown

	K	1	2	3	4	5	Total
Dual Lang	1	1	2	1	1	0	6
ESL							
P/In &P/out	2	2	2	2	2	2	12

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>	2	1	2	1	1									7
Freestanding ESL														
Self-Contained														0
Push-In	2	2	2	2	2	3								13
Total	4	3	4	3	3	3	0	0	0	0	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	32
SIFE	3	ELLs receiving service 4-6 years	21
		Special Education	10
		Long-Term (completed 6 years)	5

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	11	0	0	1	0	0	0	0	0	12
ESL	15	3	6	25	0	4	0	0	0	40
Total	26	3	6	26	0	4	0	0	0	52

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																					
K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	
Spanish	7	7	6	5	14	6	3	7	0		0								30	25	
Chinese																				0	0
Russian																				0	0
Korean																				0	0
Haitian																				0	0
French																				0	0
Other	1	25		13		17		13		17									1	85	
TOTAL	8	32	6	18	14	23	3	20	0	17	0	31	110								

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 85

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: 9

Asian: 4

Hispanic/Latino: 80

Native American: 0

White (Non-Hispanic/Latino): 40

Other: 5

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	3	4	5	5	5	6								28
Chinese														0
Russian														0
Bengali	1					1								2
Urdu														0
Arabic			1											1
Haitian	2				1									3
French														0
Korean														0
Punjabi														0
Polish		1												1
Albanian						1								1
Other	1													1
TOTAL	7	5	6	5	6	8	0	0	0	0	0	0	0	37

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Part A

1. How is instruction delivered?

Students in freestanding ESL programs receive instruction in English with native language support with glossaries in their language or with Spanish math books. The ESL instruction received by students is supported by his or her English proficiency level that is determined by the LAB-R score or the NYSESLAT score. The goal of a freestanding ESL program is to provide academic content-area of instruction in English, using the ESL and ELA methodologies and instructional strategies. The ESL program also provides coherent instruction by utilizing Native Language support to make the content area instruction comprehensible in English using ESL strategies. The ESL teacher will provide the students with dictionaries or use translation programs to help the student comprehend tier three words in their language. The instruction in the pull-out program is geared to assist students to achieving proficiency on the NYSESLAT for all four modalities.

a. What organizational models (push-in, pull-out, or collaborative)?

The ESL instructional program model includes a pull-out and a push-in model. During the push-in program the ESL teacher works with ELLs during content instruction in collaboration with regular classroom teacher to provide language acquisition and vocabulary support while retaining content instruction time. During the pull-out program the ELL student spends the majority of their day in an all-English content instruction and students are brought together from various classes for English-acquisition-focused instruction. The teacher will align the instruction to the needs of the student based on the content area that the students are working on to help build the students' prior knowledge. The ESL teacher plans carefully with the general education teachers and the Dual Language Coach to ensure curricular alignment. The instruction in the pull-out program is geared to assist students to achieve the State-designated level of English proficiency for their grade and to help the students meet or exceed the NYS standards. The push-in model of instruction embodies the conceptual understanding of academic rigor to challenge students in content area to develop learning strategies that will prepare the ELLs to think critically, solve problems, and communicate in the language of instruction. ELLs are actively engaged in standards-based academic curriculum that is driven by the NYS standards and the Common Core State Standards.

b. What are the program models, heterogenous or homogenous?

The Free Standing ESL program model is heterogenous. The students are grouped by grade level with other students that achieved a beginner, intermediate or advanced level on the NYSESLAT or LAB-R. The minutes received are determined by the proficiency level and beginners and intermediate receive 360 minutes of instruction and the advance students receive 180 minutes of instruction. The program is designed to provide services in increments of 55 minutes session to meet the needs of each student. The Dual Language kindergarten provides literacy and content area instruction in Spanish 80% of the time and English 20%. In grades first through fourth, instruction is

A. Programming and Scheduling Information

evenly divided between the two languages

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?

The school follows the NYS regulations that require that students, grades K–8, at beginning and intermediate levels of English proficiency must have two units/360 minutes of ESL instruction. At the advanced levels of English proficiency, students in all grades must take one unit of ESL and one unit of ELA coursework. A unit of instruction, as defined by state regulations, is 180 minutes per week. State regulations also require that these minutes be distributed into equal daily allotments.

ESL

ELL students are grouped together in general education classes. It is our goal to encourage push-in instruction for students wherever possible. Where it is not possible to provide push-in instruction, students will be grouped by grade level, with students who achieve beginner status on the NYSELAT or LAB-R receive 360 minutes of instruction, and more intermediate and advanced students receive 180 minutes of instruction. The ESL program is based on the students' NYSELAT and LAB-R scores. The program is designed to provide services in increments of 55 minute sessions to meet the needs of each student.

Dual Language

In Dual Language program the targeted language is Spanish. The Dual Language programs is designed to have students spend half of their instructional time with a target language immersion. The remaining part of the week is spent with English only instruction. In the grades one and up the school uses alternating-day models in which language use for content areas alternates from day to day. Students learn to read and write and receive instruction in other disciplines in both languages. However, for emergent literacy, extra time is dedicated to the rules and concepts of each language. The lower grade is immersed in 90/10 split of Spanish and English immersion. This is to help the student in emergent literacy, math and content area extra time for language acquisition. The students receive dedicated reading time in each language.

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.

The ELL students equally participate in the literacy, mathematics, and other core curriculum to meet the standards set forth by New York City and the Common Core State Standards. It is imperative that each student have access to coherent instruction that is rigorous and uniformly delivered throughout the school. The instructional approach is designed to support varying levels of instructional work in English and with supports in the student's native language. This enables the school to service the ELLs in literacy on par with the expectations of monolingual students. Native language support in core subject areas is accessible to ELLs so they can draw on their backgrounds knowledge and experiences for content while continuing to improve their English language acquisition skills.

The Dual Language program transfers literacy skills from a child's home language in Spanish to a child's second language of English.

Students are able to acquire literacy more effectively in the language most familiar to them. Skills used in native language acquisition (e.g., making sense of print, using writing to communicate, playing with language structure, developing vocabulary) are skills that a child uses to foster a more successful acquisition of English literacy. The learner can transfer their dominate language into English to build their understanding of reading strategies, background knowledge about texts, and knowledge of concepts from their native language.

Dual Language program is also designed to continue developing students' native language, as well as English language skills, throughout schooling. In addition, monolingual English students are given the opportunity to learn a second language. Dual Language programs serve both language-minority students in need of English language development and monolingual English-speaking students who are interested in learning a second language. Both groups provide good linguistic role models for each other and, through their interactions language is development in both languages.

The Kindergarten classes follow the eighty/twenty model. The daily language of instruction is Spanish with one period designated for ELA instruction. Specials are conducted mostly in English. During the 37.5 period, the students receive additional English language literacy instruction.

The two first grade classes follow the sixty/forty model. On Mondays and Wednesdays all subject area instruction is in English. On Tuesday, Thursday, and Friday instruction is in Spanish. During the 37.5 period, the students receive additional English language literacy instruction.

The kindergarten and two first grade classes include 50% of students who are English dominant and 50% who are Spanish dominant or bilingual. Students in those classes were interviewed to determine language dominance. Selection was based on the DOE admission policies; parent interest and commitment; as well as the student's language dominance. The increased amount of Spanish instruction in the kindergarten benefits both linguistic groups of students, as they move through the grades.

Free Standing ESL Program

Students in freestanding ESL programs receive all instruction in English with native language support. The number of ESL instructional

A. Programming and Scheduling Information

units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English-proficiency levels. The academic content-area in English is supported by the ESL methodology and instructional strategies with native language support to make content comprehensible. The goal of the student in ESL is to for all students to achieve the state-designated level of English proficiency for their grade and to meet or exceed New York State and City Standards. In order to maximize English language acquisition for ELLs, the ESL and classroom teachers work closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of ELLs. The instruction for the ELLs is aligned to ELA standards. For beginner- and intermediate-level students, 360 minutes per week of ESL are required, and for advanced-level students, 180 minutes per week are required. Students who exhibit inadequate growth on reading assessments will receive an additional 30 minutes per day in literacy instruction using a reading intervention focused on helping them achieve grade-level proficiency in each essential reading component (phonemic awareness, phonics, letter recognition, and writing).

ELL students are grouped together in general education classes. It is our goal to encourage push-in instruction for students wherever possible. Where it is not possible to provide push-in instruction, students will be grouped by proficiency level and given instruction to develop their literacy and comprehension skills through a computer generated program, Raz-Kids and One More Story to assist students in reading comprehension and vocabulary development. The ESL teacher will use the same curriculum as the classroom teachers using scaffolding methods of total physical response, small group instruction, graphic organizers and realia. The students are group together based on their proficiency level on the NYSESLAT or LAB-R. The computer generated program allows the ESL teacher to address the areas of need for students in reading and listening based on their scores on the NYSESLAT or the LAB-R and their running record levels. The ESL teacher will confer with students individually to ascertain all the new vocabulary acquired in the reading program as well as review with students the necessary reading strategies that need to be acquired to answer the reading comprehension questions correctly. Where necessary the ESL teacher will provide the students with appropriate scaffolding for understanding new words through context clues and reinforce the reading strategies taught in the students' class for phonemic awareness.

For push in ESL services, the ESL teacher coordinates the activities with the classroom teacher. The classroom teacher teaches the mini lesson and the ESL teacher follows up by reinforcing the concepts and providing clarification. The ESL teacher differentiates instruction to meet the linguistic and academic needs of the individual students by providing assistance with the concepts using the four modalities of listening, speaking, reading and writing to developing knowledge of content specific vocabulary, use vocabulary and concepts in their writing, and reading.

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

Reading in the Dual Language Classroom

As part of the literacy program, students receive reading and writing instruction in both languages simultaneously. In reading, we use the Teachers College Readers workshop. We augment the workshop with other aspects of balanced literacy. The literacy program provides instruction in all aspects of balanced literacy in both languages including guided reading, shared reading and interactive read aloud. Phonemic awareness and early phonological processing skills are taught in both languages. Foundations is the program PS 163 has adopted for English language instruction and Estrellitas for Spanish language instruction. Estrellitas is currently used in K and first grade. Each classroom has two libraries, which includes various leveled text in both languages. Guided reading is essential for building capacity for reading and guided reading sets are available in both languages. Literacy assessments of running records are conducted in both English and Spanish. Teachers monitor students growing capacity to read and comprehend in both languages. The levels obtained in conducting running records will assist us in providing rigorous guided reading instruction.

The PS 163 Dual Language program received a grant from a private organization to purchase multiple copies of Spanish language books to supplement our Spanish book closet. These books are used by teachers for guided reading and other small group instruction.

Writing in the Dual Language Classroom

We use the Teachers College Writers workshop model as the basis for writing instruction in both languages. In addition to using the writing units, teachers will teach content area writing skills in both languages. Teachers' plans also included language goals. They expect to teach for each unit of study and work on those goals should be visible during each lesson.

Dual Language Classroom Environmental Supports

All charts are color coded for ease of recognition of each language. Word walls and specialized content area word walls are available in both languages. Word study is conducted in both languages. Environmental supports including charts will be designed as references for students. ESL teaching practices and strategies are used during instruction. Rigorous homework will be available in both English and Spanish to reinforce classroom instruction.

Math in the Dual Language Classroom

A. Programming and Scheduling Information

Everyday Math is taught in both languages in grades first through fifth. In kindergarten, it is taught exclusively in Spanish. Manipulatives and games support math instruction as they acquire mathematical concepts. Parents receive the home letter to support their child's work in their native language. Math workshops for parents are conducted in both languages.

Science and Social Studies in the Dual Language Classroom

Instruction in science and social studies using a variety of materials, techniques and field trips takes place in both languages, Lab science is taught in English but classroom teachers support that work in Spanish. In kindergarten, the science (FOSS) and social studies themes are integrated into all areas of the curriculum. For example, teachers select books for the read aloud that are related to the science and social studies themes. Center activities provide the students with additional opportunities to learn science and social studies concepts as well as develop oral academic language.

Cluster subjects

To whatever extent possible cluster subjects are scheduled in the language of the day. Our science, technology, gym, and library teachers can teach in Spanish. Our music teacher who does not speak Spanish teaches songs in Spanish.

5. How do you differentiate instruction for ELL subgroups?

Differentiating Instruction

In order to create and promote the appropriate climate for ELLs to succeed, teachers actively engage, and assess the learning styles of the ELL students to provide the students with differentiated instruction. The ESL teacher, the Dual Language teachers and the Classroom teachers review the scores that the students have obtained on the NYSESLAT and the LAB-R as well as sample test to create lesson plans that meet the needs of the students. This is a learning process for the teachers and therefore it is continuously necessary for teachers to collaborate and adjust the content, process, and product in response to the readiness, interests, and learning profiles of their students. In order to be successful members of a rigorous academic environment, the ELLs are given the needed scaffold instruction to access curriculum. These scaffolds are temporary, and the processes of constructing those scaffolds are removed when the student no longer needs them. The scaffolds used in units of study are placed purposefully to teach specific skills and language. Once students learn these skills and gains linguistic and content knowledge, these scaffolds are no longer needed. Since each child moves along his/her own continuum, and while one child may no longer need the scaffolds, some students may still depend on them. Thus, there is a constant evaluation of the process for the ELL students to assure that scaffolds are used successfully. The scaffolding types used for ELLs are:

- Modeling: finished products of prior students' work, teacher-created samples, sentence starters, writing frameworks, shared writing, etc.
- Activating and bridging prior knowledge and/or experiences: using graphic organizers, such as anticipatory guides, extended anticipatory guide, semantic maps, interviews, picture walk discussion protocols, think-pair-share, KWL, etc.
- Text representation: transforming a piece of writing into a pictorial representation, changing one genre into another, etc.
- Meta-cognitive development: self-assessment, think aloud, asking clarifying questions, using a rubric for self evaluation, etc.
- Contextualization: metaphors, regalia, pictures, audio and video clips, newspapers, magazines, etc.
- Building schema: bridging prior knowledge and experience to new concepts and ideas, etc.

Our school takes running records for students four times yearly in English and twice yearly in Spanish. Based on those outcomes the students are placed in guided reading or strategy reading groups where they receive necessary small group reading support using ESL strategies to ensure that students understand vocabulary and are making adequate progress in comprehending text. These services are also available in our dual language program. As students become increasingly proficient the extra scaffolds and supports are withdrawn. Extra academic support is available in the form of extended day, and as the year progresses in the form of after school groups. For students in the first grade our school provides two hours of weekly after school support for twenty weeks to help students understand the decoding aspects of reading and promote vocabulary development and reading comprehension.

PS 163 provides targeted intervention for ELL students in ELA, math and content areas during our extended day program, within small groups in classrooms and in after school. Teachers conduct assessments of students in reading and in math throughout the year. Based on these outcomes, teachers provide targeted small group work to help students learn concepts and develop skills. The results of assessments are shared with the ESL teacher so he too may work on specific skills during ESL instruction. ELL students participate in extended day where they work on ELA three days per week. Teachers engage students in guided reading and in depth work on reading comprehension. The math instruction for these students is set up through EDM math games to enhance their learning skills that were identified as areas of

A. Programming and Scheduling Information

need on the baseline and unit math assessments are addressed.

a. Describe your instructional plan for SIFE.

SIFE students who are Spanish speaking are encouraged to participate in the dual language program. Students also receive academic support through AIS and participate in the after school, in addition to the extended day program. The SIFE students who speak another language other than Spanish are encouraged to participate in the general education program with ESL services.

The instructional plan for SIFE students is designed to work with students who are at an early grade reading level in English and/or their native language. The school provides instruction to assist the student's language, literacy, and content understanding. The ESL teacher works collaboratively with the classroom teacher to support the lesson on developing phonemic awareness and phonic skills using Foundations. Vocabulary development is taught in reading workshop through word study and context clues. Reading comprehension and writing is also taught in the reading and writing workshop to help students develop reading comprehension, fluency, and content knowledge. Writing is taught to expand the students core knowledge and to expand and reinforce literacy.

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.

Depending on how much the student has progressed over the year for the upcoming school year students will continue learning phonemic awareness through Foundations. The ESL teacher will continue to support in the ESL program with Foundations for reading and writing, read aloud for fluency and listening skills. Foundations and read aloud were also used to help the students develop and improve reading and comprehension skills with the introduction of new word and unfamiliar words. As students progress and start to acquire vocabulary they are given instruction in reading through guided reading to understand the elements of a story.

c. Describe your plan for ELLs receiving service 4 to 6 years.

Students who are receiving service from the past 4 to 6 years are given ESL instruction in small group instruction through guided reading. The ESL teacher will work with the classroom teacher and review the running records conferences to assess the students' reading levels and the next steps for the student. The ESL teacher will also assess the students reading knowledge to design the small group instruction to meet the students' needs in understanding different reading concepts and structures.

d. Describe your plan for long-term ELLs (completed 6 years).

If a student has been a hold-over in grades K-5, then the school will implement an AIS protocol for the student to be enrolled in Extended Day for ELA with guided reading instruction in small group work before school and during school time. The student will also be enrolled in after-school for help in mathematical concepts. The student will receive test-preparation for ELA, Math, and the NYSESLAT as well. The Parent Coordinator will continue to keep the parent/guardian apprised of the intervention so that the parent knows the programs available to the student.

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?

The components of balanced literacy that is used with the entire population supports all areas of language development. Word study involves both word patterns and vocabulary. Shared reading and the reading aloud of higher level books by the teacher supports the students English language development. Students are exposed to and use vocabulary words that would otherwise be too difficult. Small group instruction in the classroom is targeted to develop the ELL-SWD's English language development. The teachers use text that is instructionally appropriate, guiding the student through the reading and monitoring for understanding. The ESL teacher will use the same curriculum as the classroom teachers using scaffolding methods of total physical response, small group instruction, graphic organizers and realia. The ESL teacher will also preview the text by introducing the vocabulary first to the student in core content area.

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

The diverse needs of ELL-SWD's are met in many different ways. Time with the ESL teacher is coordinated with the classroom teacher to best serve the student. Many times the ESL teacher will participate and modify a current lesson in the classroom. At other times a more direct approach is needed and the ESL teacher will pull the students and work in a small targeted group. In addition the ESL teacher works during the extended day period to provide additional instruction to those students needing it.

Courses Taught in Languages Other than English ⓘ

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

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

• foreign language (LOTE) classes

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

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

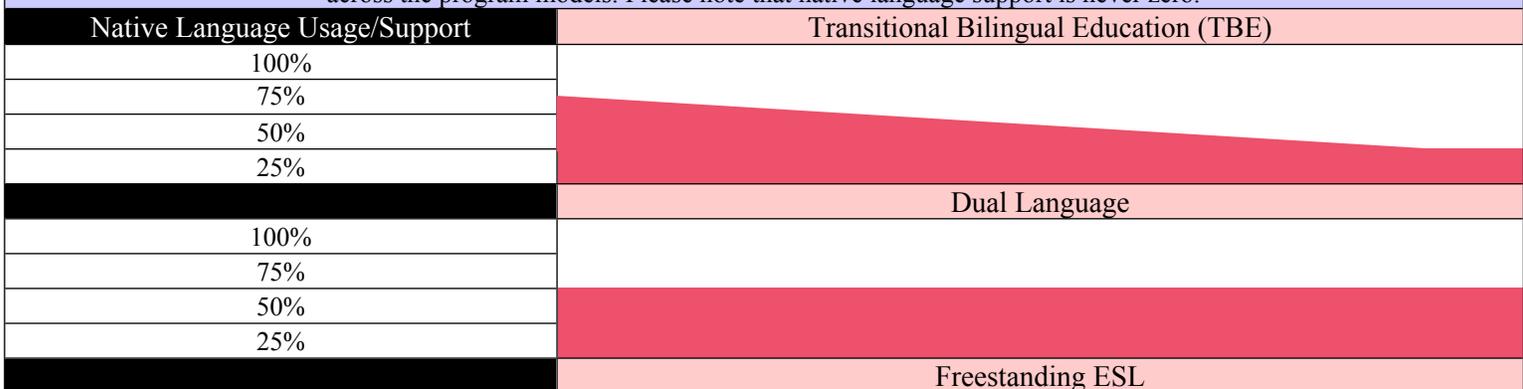
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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.



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

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. Describe your targeted intervention 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.
- Due to the budgetary constraints the targeted interventions are Extended Day where students work with a teacher in small groups in guided reading. The classroom teacher as well as the ESL teacher, and the Dual Language teachers work with the students in small groups for guided reading during the regular school day as well. The ELL students will also have the opportunity to participate in the after-school program to develop their math skill and gain a greater understanding of mathematical concepts. A Dual Language teacher in the after-school program will work directly with a group of ELL students. If there is money available the school will also employ an F-status teacher to work with small groups of student in reading and in math. The F-status teacher will work with ELL learner amongst the group of non-ELL students for both subjects. The F-status teacher will first work with the students in the upper grades in reading and math. After the state-wide test the F-status teacher will work with the students in the lower grades. The test preparation books are Kaplan Advantage. Focus and Reader Workshop for the ELLS. A Dual Language teacher will work with the ELL students during an after-school program to ensure that the ESL scaffolding strategies are used to assist the students as well as their native language of Spanish when necessary. During the day the ESL teachers and the Dual Language teacher use Getting Ready for NYSESLAT as test prep. During extended day the ESL teacher will meet with a group of ELL students to work on their listening and speaking, reading and writing skills using RAZ-kids, One More Story, Focus and guided reading books. The first grade teachers will use the program Food for Thought by integrating ELA and math skills in an after-school program.
- The ESL teacher will also work with students on the computer generated program Raz-Kids and One More Story. The purpose of the computer reading programs are to help the students strengthen the modalities of reading and listening skills. The classroom teachers will use the Acuity program to help students strengthen the reading and math skill in various standards and skill groups that they are struggling through to become more proficient over time. The students will also work on their writing skills through bi-monthly prompted writing performance based assessments. On the alternative weeks the teacher will assess the student's work to improve the student's grammar skills and sentence structure through the prompted writing PBAs. This will assist the students in improving their writing skills to gain a proficiency in the writing modality.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- The ESL teacher will continue transitional support for ELLs in reaching proficiency on the NYSESLAT by supporting language acquisition in literacy and math and all core subjects through support after the teacher has conducted a classroom mini-lesson. The ESL teacher will also support the ELLs in reading comprehension through the use of Raz-Kids and One More Story, computer generated software program. In addition to classroom support, reading comprehension support, the students will also receive support in preparation for the NYSESLAT through "Getting Ready for the NYSESLAT and Beyond" series. The students in both the Free-Standing ESL program and the Dual Language program will also be given support in language acquisition in reading through Extended Day.
- The Dual Language teachers will support the development of second language acquisition in a number of ways. They will carefully adhere to the language of the day and avoid code switching. Teachers will use small group work and partner activities to support the acquisition of the second language in both Spanish and English. Encouraging students to make oral presentations to classmates will foster skills and confidence. The use of song, poetry, and Readers Theater can help to strengthen skills in the second language as well. To help students become truly bilingual and bi-literate, teachers from two classes may partner students for selected activities that will encourage the use of one language or the other. Activities might include buddy class reading partners, field trips in Spanish, and other activities that will

promote the sustained use of Spanish. Students who are learning English as a second language have more role models both in the school and in the community at large than those learning Spanish. This learning importance is crucial and the school will continue to create more opportunities for the students to practice Spanish based on the learning needs of the students.

10. What new programs or improvement will be considered for the upcoming school year?

The new program improvements for the new school year is to continue test prep program for the NYSESLAT students in the upper grades and to implement the test prep program for the lower grades. The test prep program will also be implemented into the Dual Language program in all grades as well. The test preparation material is “Getting Ready for the NYSESLAT and Beyond”. The test prep program was implemented in the Spring of 2011 and 15 students in the both the lower and the upper grades reached proficiency level in all four modalities. The school is going to also implement a computer based reading program, Raz-Kids and continue One More Story. Raz-Kids offers the students the opportunity to read a book at various levels as well as practice reading a book several times to develop fluency and comprehension. Raz-Kids also gives all teachers of the ELL students the opportunity to track and monitor the students’ progress and comprehension level to customize the reading program for struggling readers to accelerate the students’ learning by introducing more difficult text. One More Story is an educational tool to complement or augment read-alouds. One More Story online library replaces the traditional listening by integrating technology into the ESL block of learning for the students. As students grow into emerging readers they can use the I Can Read It mode to mute the soundtrack and read the story on their own, clicking on words they don’t know to hear them read aloud by the narrator. Both reading programs can be used in school as well as at home.

11. What programs/services for ELLs will be discontinued and why?

It is extremely important that the school try and maintain programs and services for the students but due to budgetary constraints the school had to dismantle the ELA/Math Coach positions and AIS positions. The coaches at one time were able to meet with small groups on a continuous bases to build their reading comprehension skills and their math skill. The coaches were also able to work in classes with small groups during the ELA and the Math blocks. There will continue to be extremely limited resources for the school to service students in need in small groups. The only small groups for student learning will exist in the Extended Day morning session in ELA. A small after-school program will take place in math with limited amount of sessions for all students to participate.

12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELL Students are provided with the same instructional and enrichment opportunities offered to all students. The push in instruction allows the students the opportunity to participate in the mini lesson conducted by the teacher and then receive additional support by the ESL teacher. Of course, in the dual language program, the dual language teacher provides the small group support that the ELL students require using ESL methods to improve their understanding of content. ELL students participate in all enrichment clusters in grades 3 through 5 and arts enrichment activities throughout the grades to develop linguistic skills and social skills.

When teaching social studies and science content, teachers in both general education classes and Dual language classes are aware of the need to focus on clarifying vocabulary, repeating instructions and using visual supports to promote learning for all students but particularly for ELL students. We also offer intensive science instruction prior to science test for all students including ELL students during extended day and during the school day as well.

13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials, list ELL subgroups if necessary)?

The Instructional material that will be used to support the ELLs are Getting Ready for the NYSESLAT and Beyond, Focus, Kaplan Reading Advantage, Reader’s Theatre, and series of guided reading books from the bookroom. All students will use the social studies curriculum core books from the NYC DOE. The upper grades will use social studies curriculum in Independent Investigation Method writing research papers and presenting oral presentations. The technology support for the ELLs are Raz-Kids, One More Story, and Science/Computer class that focuses on learning science concepts and vocabulary on-line. The upper grades will also use Acuity to work on reading and math concepts to increase their proficiency levels. The lower grades will also use Raz-Kids, One More Story, and computer class to help the students become computer literate. The lower grades students will also use Reader’s Theatre and Getting Ready for the NYSESLAT and Beyond to prepare for the NYSESLAT test.

14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)?

All LEP students receive instruction based on their diverse student profiles. There are LEP/ELLs who may be gifted and there are many with a high level of proficiency in their native language. Others may not be able to read or write their native language because they have had a limited or interrupted formal education in their own country. Finally, there is a population of LEP students who have been identified as having special needs and have been referred for special education services.

Native language support for ELLs is also offered to students during the 37.5 minutes of additional small group instruction. The focus of instruction for these students is to develop academic English language vocabulary, concepts, and communication skills. ELL students who

are part of either the receiving service 4 to 6 years or Long Term ELLs subgroups are also provided with additional services during the 37.5. In addition to the 37.5 minutes of small group instruction, we address the particular needs of ELL students in our after school program. ELL students receive small group instruction both from our ESL teacher and from a bilingual teacher. Students work on either literacy concepts or intense work on math skills. The ELLs are placed with a Dual Language teacher who will offer instruction in their Native Language of Spanish were necessary.

Native Language support will also be given to the Spanish speaking students in Dual Language by teaching science in Spanish a one day a week from a cluster teacher. This will allow the students in the lower grades of Kindergarten to second grade to develop knowledge and understanding of tier three vocabulary words. The programs will consist of read alouds to obtain an understanding of science concepts necessary to complete hand-on science experiments in groups, pair, and/or individually.

15. Do required services support, and resources correspond to Ells' ages and grade level?

The ESL Teacher, Dual Language Teachers and Classroom Teachers use student performance data from multiple assessments within program to plan instruction, and differentiate learning and teaching, to meet the needs of each ELL student. The teachers use running records from Fontus and Pinnell and Common Core State Standards for reading instruction to assist students in language acquisition, vocabulary development, and reading comprehension strategies to continue the goal of reaching their grade level appropriate reading level. The teachers Acuity assessment for the upper grade students is used to help students understand the questions used to assess students' understanding of various reading strategies. The teachers also use Common Core State Standards, Teacher's College for instruction in writing, and prompted writing performance based assessment to assist students in developing their writing skills in English.

The ELL students who are part of the subgroup of 4 to 6 years or Long Term ELLs are also provided additional services during the Extended Day of 37.5 minutes. The focus of instruction for these students is to develop academic English language vocabulary, concepts, and communication skills. In addition, ELL students participate in our after school remedial programs and in language development groups for younger students. The program is two days a week for the lower grades were the focus is language immersion. The program focuses on building upon the students language and vocabulary development. For the past couple of years the program has focused on community walks to identify areas in their school and neighbor environment as well as going grocery shopping to cook various dishes. The students then present the process for cooking the dishes and share the dishes with the school community.

The upper grade students are also invited to an after-school program that focuses on math development of understanding concepts and explaining their rationale for how they solved mathematical problems. The ELL students are grouped together with a Dual Language teacher to assist teaching mathematical concepts in their Native Language of Spanish were necessary. In the advent a student can not participate in an after-school program the classroom teacher or the ESL teacher will provide the students with small group instruction during the regular school day.

16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year. At the time of pre-registration the Parent Coordinator will work with families of potential students by advising them of the best program for enrollement. The Parent Coordinator will work with the families to help them become more familiar with the Dual Language program and the benefits of starting the child in the DL program in Kindergarten. The Parent Coordinator shares with the parent the benefit of having the student to continue their growth in their native language of Spanish while learning English. If the child is starting in first grade the Parent Coordination will work with the family to enroll the student in ESL program.

17. What language electives are offered to Ells?

PS 163 is an elementary school and at this time the only language elective is Italy that is offered to the students in the upper grades as a club. The students in the school as well as the ELLs can chose the Italy club for one semester in grades 3-5. The club is for 55 minutes once a week.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Schools with Dual Language Programs

Part C

Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?

Both EPs and ELLs, in the Dual Language Kindergarten class, receive literacy and content area instruction in Spanish for 80% of each day. English language instruction occurs during a specific daily ELA period. The focus of the ELA period is the development of English literacy. To achieve this goal, the teachers utilized Read Alouds, Shared Reading, Interactive Writing, and Foundations. The English language is also used during most of the specialty periods such as art, music, gym and science. Students, who require additional literacy support, attend the school's extended day program four days weekly. Instruction in the extended day is provided in English. The language allocation for the kindergarten class was changed several years ago from 50/50 to 90/10 because the school felt that both EPs and ELLs would benefit from having more Spanish in the kindergarten. The ELLs would have the benefit of building on their home language. The EPs would also benefit by building a greater vocabulary. Since we implemented this change, most of the kindergarten students have met the end of the year grade level benchmarks in both English and Spanish.

In grades first through fourth, the language allocation is 50/50 for both EPs and ELLs. On Tuesdays and Thursdays, all classroom instruction is in Spanish. On Mondays and Wednesdays all classroom instruction is in English. To achieve the 50/50, teachers have the options to conduct every other Friday in Spanish or to divide all Fridays into half day Spanish and half day English. Most of the specialties are conducted in English.

2. How much of the instructional day are EPs and ELLs intergrated? What content areas are taught separately?

EPs and ELLs are integrated for all of the instructional day. Both EPs and ELLs are integrated for literacy as well as for all content area. Small group instruction is organized by the teacher according to the students' instructional abilities and needs, not necessarily their linguistic levels. Since at all times, teachers are instructing students who may require linguistic supports, the teachers are well versed in second language learning strategies to scaffold the student leaning.

By having both linguistic groups, EPs and ELLs, participate together in all classroom lessons and activities, the students serve as language models for each other. They learn academic and language skills from each other as well as from the teacher. In addition, our students are culturally diverse. By working together, students will develop positive cultural understandings and attitudes.

3. How is language separated for instruction (time, subject, teacher, theme)?

The PS 163 Dual Language separates language for instruction by day- Tuesday and Thursday in Spanish, Monday and Wednesday in English and either alternating Fridays in Spanish or Half-day English/Spanish Fridays-in grades first through fourth. In Kindergarten Spanish is used daily for all instruction with the exception of one ELA period and specialty classes (art, music, gym).

4. What Dual Language model is used, (side-by-side, self-contained, other?)

The PS 163 Dual Language program uses the self-contained model throughout the grades. Teachers are responsible for one group of students and provide all instruction in the two languages according to grade specific language allocation policy. Kindergarten students follow the 80/20 language allocation model and in grades first through fourth, the 50/50 model is followed. This model was chosen because there has a population large enough to sustain two classes per grade to have a side-by-side model.

5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneously)?

Emergent literacy is taught simultaneously. The administration, staff, and parents are comfortable with having the students learn to read in both languages at the same time. The classrooms are organized to support literacy in the two languages. Separate libraries are provided for each of the languages as are charts and other printed materials.

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

Professional Development and Support for School Staff

Part 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.)
There are a number of professional development opportunities at PS 163 for personnel who work with our ELL students. Teachers work in grade level teams to develop curriculum and create adaptations to meet the needs of English Language Learners. In addition, teachers meet on Monday mornings during extended day where they are studying the new Common Core Standards and refining existing units of study and developing the new units of study required by the Department of Education in English language arts and math. Teachers of ELL students participate in these planning sessions and identify the approaches that are needed to adapt and modify the units of study so that ELL students can receive rigorous instruction, and understand underlying concepts that are the heart of each unit of study. Such modifications include a focus on vocabulary, pre-teaching concepts, use of visual aids, small group instruction. In addition, our dual language coach provides professional development in the form of planning with our ESL teacher and is available for the entire staff for consultation regarding instructional practices that promote the learning of ELL students.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to school to high school?

As student transition to middle school, we provide a variety of supports. At the beginning of the year our guidance counselor meets with all families to discuss middle school options. This meeting is conducted in both Spanish and English. Parents are invited to meet with our guidance counselor individually to discuss middle school placement options that are available for ELL students and the pros and cons for each alternative. Classroom teachers help students prepare a portfolio and the ESL teacher will help students prepare for middle school interviews by explaining the process and conducting mock interviews. In addition, to the rigorous instructional program our students receive, ELL students attend after school programs throughout the grades. The focus of such instruction in the lower grades is to develop a strong oral language foundation to support academic learning and in the upper grades students participate in a program to build academic skills and a test preparation program in both ELA and math.

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

PS 163 will continue to support ELL students to meet the city and state standards by having the bilingual professional development specialist provide professional development services to teachers in the dual language program and the ESL teacher. The coaching will model lessons for teachers, and help develop and adapt curriculum specifically to meet the needs of second language learners. For the academic school year of 2011-2012, the ELL specialist will meet on a regular basis with the dual language staff to continue the development of a comprehensive Spanish language word study, grammar, and vocabulary development curriculum, which will be aligned to the one, used for English language instruction. In addition, the Dual Language teacher and the ESL teacher will be a part of the school study of the Common Core State Standards to incorporate language goals into all the content areas.

The dual language program designed and distributed a comprehensive second language progress report which will provide parents with information about their children's development in their second language, specifically in the areas of listening comprehension, speaking, vocabulary, grammar, and spelling.

Teachers in third, fourth and five grades will meet for six two-hour sessions, after school, to plan a unit study curriculum. The focus will be planning an ELA and Math unit to develop a concept and lessons that will help students successfully complete a performance task by including the development of vocabulary, grammar and spelling. All the teachers will participate in weekly grade meeting to discuss and develop curriculum that addresses the needs of ELLs in the Dual Language and the Free-Standing ESL program.

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?

Paste response to questions 1-4 here

Part E

Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.

Parents of ELL students are provided with numerous opportunities to participate in a multitude of school activities and organizations. The parent coordinator, who is bilingual (Spanish/English), translates at PTA meetings. She also conducts the weekly Café 163 where parents concerns are addressed. Parents are also given the opportunity to participate on the SLT team and involved in their students education by reviewing the child's test information on ARIS and interim assessment on Acuity.

2. Does the school partner with other agencies or Community Based Organization to provide workshops or services to ELL parents?

We invite representatives of other agencies and Community Based Organizations to participate in P.S. 163 workshops or services to all our parents, including ELL parents at PS 163. We have relationships with agencies that assist parents we refer to them to obtain shelter, legal and immigration advice, medical insurance and medical assistance. We also widely publicize workshops and services of other agencies or CBOs that could benefit ELL in many ways: flyers, brochures and announcements posted on the parent bulletin board, distributed to parents through their children's backpack, email groups and communicated directly verbally to parents. In addition, we develop our own workshops and services for parents at school, such as an English conversation classes, computer workshops, and translation of conversations with teachers and other school staff in addition to translation of letters and other documents. We have guest speakers for Learning Learner to speak with parent about ELA and Math skills and NYU Child Study Center helps parent become familiar with technology. The Parent Coordinator has referred parents to the Franciscan Center, Child Aide Society and Legal Aid Society to help with various issues of housing, and to help with naturalization process.

3. How do you evaluate the needs of the parents?

The Parent Coordinator, who is biligual in English and Spanish will translate all the mailings to the home from the school in Spanish. This will include the monthly school calendar, curriculum units, parent information, report cards insets, etc. When needed the Parent Coordinator will assist the Spanish speaking parents in completing the lunch forms and the learning environment survey. The need of parents are evaluated through the weekly Café 163 parent meetings. Through these weekly meeting the school is able to ascertain the need of parents in previous years. During these sessions, parents meet to discuss topics of interest to the entire community as well as specific topics effecting second language learners. Topics include helping your child with homework, using ARIS, curriculum in English Language Arts, math, and the content areas. Parents also can participate in workshops specifically designed for immigrant parents.

PS 163 will offer an after school Family Math series of workshops for parents and their children, conducted in Spanish and English, will begin in December 2011. Students and their parents will engage in math games and activities from the Every Day Math curriculum. The math coach and dual language program facilitator will discuss practical ways in which parents can support the mathematical understandings of their children using everyday home experiences.

At dual language parent meetings, second language acquisition stages are discussed. They are encouraged to use their first language to support the oral language and literacy development of their children.

4. How do your parental involvement activies address the needs of the parents?

The need of parents are evaluated through the weekly Café 163 parent meetings that is held by the Parent Coordinator, who is biligual in Spanish. Through these weekly meeting the school is able to ascertain the need of parents in previous years. During these sessions, parents meet to discuss topics of interest to the entire community as well as specific topics effecting second language learners. Topics include helping your child with homework, using ARIS, curriculum in English Language Arts, math, and the content areas. Parents also can participate in workshops specifically designed for immigrant parents.

PS 163 offers many activities to support all parents. All of our activities are conducted in both Spanish and English to encourage participation. Topics include workshops on each curriculum area, how parents can help their children at home with homework, and parenting issues. We have offered workshops on immigration, and classes to teach English to parents who wish to improve their skills. Through our Title III funding we have offered a special series of workshops for parents of ELL students where parents reading and math games that can be played at home to promote skill acquisition.

At PS 163, our parent and community activities are intended to address the needs and interests of our entire school population. Several Fridays a month throughout the school year, we offer a presentation or workshop called "Cafe 163" which is meant to inform and engage

parents. Examples of topics are workshops for families of children with special needs, presentations by cluster teachers about the curriculum, middle school admissions process, how to deal with bullying, understanding the state tests, summer camp options, and how to speak with your children about difficult issues. Since about half of our school population is Spanish-dominant and many of these families are ELLs, we make sure that there is always a translator on hand to provide simultaneous translation to our Spanish speakers. For social events, our primary focus is to make all families feel welcome and included. To involve our Spanish-dominant families and show respect for their Latino heritage, we have two events that highlight the Spanish language and culture - "Dia de los Muertos" (Day of the Dead Halloween Party) and "Noche de Amor" (Night of Love Valentine's party). While these events have a Spanish focus, all families at our school, regardless of their background and language, feel welcome and have a great time. At our annual "International Celebration" each March, parents get involved by creating tables representing their cultural background. It features educational activities and cultural displays designed for children at our school, who get a sticker put in their passport for each country/table they visit. Food representing parents' backgrounds is also featured. We have found that cultural pride is a wonderful way to involve parents. We actively solicit parent suggestions and requests when designing services, workshops and events.

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)	1	1	0	0	1	0								3
Intermediate(I)	7	0	0	0	0	0								7
Advanced (A)	2	3	6	0	0	1								12
Total	10	4	6	0	1	1	0	0	0	0	0	0	0	22

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	1	0	0	0	1							
	I	7	0	0	0	0	0							
	A	2	3	6	0	0	1							
	P	2	1	3	6	12	5							
READING/ WRITING	B	8	1	1	1	1	0							
	I	2	3	5	0	1	1							
	A	0	5	3	4	5	1							
	P	2	4	0	1	6	4							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	5	0	0	6
4	0	5	2	0	7
5	2	2	1	1	6

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	1	0	11	0	0	0	13
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam

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

Native Language Tests

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

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

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

Paste response to questions 1-6 here

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? (Eclass, El Sol, Fountas and Pinnell, 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?

PS 163 conducts a variety of assessments to help our teachers plan effective instruction for students. Teachers conduct running records four times each year in English using the TCRWP assessments. We also conduct running records in Spanish twice a year. These assessments in addition to the NYSESLAT, ELA and State math tests provide information to help us plan more effectively for our students. The running records in both languages allow the teachers to effectively plan to help the students gain understanding in the areas that are causing difficulty in attain greater comprehension. Tracking the running records has allowed the teachers to see the students' growth overtime. The data through the small group work there was continuous growth in the lower grade. However, in the upper grades when the reading began to advance at higher levels it was difficult for the students to reach the prescribed reading level for their grade based on the TCRWP level. Yet, the students did progress a new reading level. This was seen for the ELL students as well. As the students progress to a higher reading level the jumps from more than one level decreased.

Entire school RR levels as the students progressed to the prescribed reading level set by Teacher's College.

	K	1	2	3	4	5
RR1	N/A	-44%	-42%	-44%	-47%	-55%
RR2	-9%	-23%	-38%	-39%	-42%	-50%
RR3	-.06%	-16%	-33%	-38%	-48%	-57%
RR4	-1%	-16%	-29%	-35%	-53%	-55%

Number of levels jumped by ELL students over the school year.

# of Levels	0	1	2	3	4	5	6	7
RR2	0	19	5	7	4	0	0	1
RR3	6	29	7	3	0	1	0	0
RR4	5	20	9	8	1	0	0	0

2. What is revealed by the data patterns across proficiency level (on LAB-R and NYSESLAT) and grades?

The trend that we have noticed is that if students who start school without previously attending pre-school or kindergarten they will not gain proficiency level on the LAB-R in all modalities. The 2011 NYSESLAT data reveals the 15 students from grades K-5 reached a proficiency level in all four modalities. The data also revealed that ten students moved to an advance level, nineteen students stayed at the same level. Only two students went down in their proficiency level. The level reached by the twelve students that took the test for the first time are: eight students are at a beginner level, three students are at an intermediate level, one student is at an advance level, and one student obtained a proficiency level on all four modalities. There were 20 students who took the LAB-R in September. Out of the 20 students who took the test the average score on the Listening and Speaking was 15. The average score for Reading and Writing portion of the test was 5. This has shown us that the students need extra help in reading and writing from the ESL teacher and the classroom teacher.

NYSESLAT

Advance	Intermediate	Beginning	Same	Down	N/A	Proficiency
10	3	8	19	12	13	15

LAB-R

Advance	Intermediate	Beginning	Proficiency
11	0	4	6

3. How will patterns across NYSESLAT modalities-reading/writing and listening/speaking-affect instructional decisions?

The patterns across the NYSESLAT modalities will affect the instruction by increasing the level of instruction in reading and writing. If the same amount of students had received a proficiency level in the reading and writing modality then additional 15 students would have reached a proficiency level in all four modalities. The results of the NYSESLAT are that only two students reached a beginning proficiency level in the listening and speaking. The Raz-Kids and Reader's theatre will help the students with their listening skills. The teachers will also be working the students on their speaking skills through the sharing portion of reading and writing workshop. The students will now participate in a computer based reading program that utilizes the running record level to assign books for the students to strengthen their reading comprehension and their vocabulary development.

NYSESLAT Modalities 2011

	Listing /Speaking	Reading/Writing
Beginner	2	12
Intermediate	8	11
Advance	13	17
Proficient	30	13

Of the sixty ELL students our school serves, we find a large number of students score at the advanced level. As students move through the grades students improve in their abilities on the NYSESLAT suggesting that achievement improves over time. When we observe our

students' test scores according to modality, we see the following pattern that the greatest amount of proficiency levels is gained as the student advance in grades two and up in listening and speaking but the students have difficulty reaching a proficiency level in reading and writing. However, the students did advance reading and writing in grade two and up. The ESL teacher uses A-Z reading for small group instruction to assist the students in reading and writing. The students use reader's theatre from A-Z reading to help the students with fluency that will develop their listening and speaking skills as well as their vocabulary. The teacher also uses components of A-Z to help the student build their prior knowledge by writing about the topics of study in Social Studies and Science.

Prof. Level	K	1	2	3	4	5	
List.							
Speaking	B	1	1	0	0	1	0
	I7	0	0	0	0	0	
	A	2	3	6	0	0	1
	P2	1	3	6	12	5	
Reading							
Writing	B	8	1	1	1	1	0
	I2	3	5	0	1	1	
	A0	5	3	4	5	1	
	P2	4	0	1	6	4	

4. For each program, answer the following:

a. Examine student results. What are the patters across proficiencies and grades? How are ELLs faring in test taken in English as compared to the native language?

In PS 163 the students only take a test in English. The students who have been in ESL services in both programs have fared comparatively well to the other students in the general education population. Since the students are part of all programs, extended day, and after school programs the results are comparable to their peers. The ELL students in grades 3-4 performed better then the SWD students with one exception in ELA and Math. The ELL students percentile range in ELA ranged from a low level two to a mid-level two (2.09-2.63). The ELL students' percentile range in Math ranged from low level two to a high level two (2.27-2.98). The six students in the 5th grade scored in all four levels for both the ELA and Math state tests. In ELA two students in scored a level two, two students scored a level two, one student scored a level three, and one student scored a level four. In Math one student scored a level one, two students scored a level two, two students scored a level three, and one student scored a level four.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

PS 163 does not use the ELL periodic assessment; however, ELL students do participate in all aspects of our school-wide assessment program. Such assessments include Spanish and English running records, ECLAS, math baseline assessments, NYSESLAT and Acuity. Teachers conduct an item skills analysis and summarize the test results. Such results are available to the classroom teacher to plan instruction and to the ESL teacher so that he can address each ELL student's needs effectively during ELS.

c. What is the school learning about Ells from the Periodic Assessments? How is the Native Language used?

The data from the periodic assessment showed more of a correlation to the standardized state test in ELA and Math to the level of proficiency scored on the periodic assessment in the 4th grade. In the other two testing grades there was less of a correlation. It was found that in those grades students score below or above level on the state test then on the periodic assessment.

5. For Dual Language programs, answer the following:

a. How are the English Proficient students (EPs) assessed in the second (target) language?

Teachers use both authentic on-going and standardized assessments. Teachers monitor students' second language progress by listening to their oral classroom participation, reviewing their written pieces and administering the EDL2. Teachers use their monitoring notes to plan language lessons for the class and for small group instruction. The EDL2 provides the teachers with the students' reading level in Spanish. The teaching staff with the assistance of the Dual Language coach developed a second language progress report that is given to parents with the report card. PS 163's Second Language Progress Report (based on the Arlington Virginia Rubrics), provides parents with information about their child's oral language developments as well as their progress in writing and reading.

b. What is the level of language proficiency in the second (target) language for EPs?

The majority of the EP is one level below the benchmark criteria for Spanish running records. The students are tested in EDLS. In first grade 28 out of 37 students met the benchmark and 8 exceed the benchmark levels. In second grade 11 students did not meet the benchmark, 14 met the benchmark, and no students exceeded the benchmark out of 25. In the third grade there were 17 students, 9 did not meet the benchmark and 8 students met the benchmark and zero exceeded the benchmark. In fourth grade 4 did not meet the benchmark, 7 students met the benchmark and no students exceeded the benchmark. In fifth grade 21 students did not meet the benchmark. In grades 3-5 there are no ELL. In the lower grades there are a total number of ELL are seven students.

c. How are EPs performing on State and City assessments?

The performance levels of the EPs in Dual Language on the State assessments are:

Levels	1	2	3	4
3rd Grade ELA	0	2	13	2
3rd Grade Math	0	1	9	7
4th Grade ELA	0	0	9	4
4th Grade Math			6	7
5th Grade ELA	0	0	13	10
5th Grade Math	0	0	10	13

The DL program in the 4th grade was dismantled and the students were placed into the Gifted and Talented class. However the DL students were pulled out twice a week and received instruction in Spanish for all core subjects.

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

The primary success for our students is to reach a proficiency level in all four modalities as well as achieve a grade level proficiency level on the state wide test. The number of students who tested out of the ESL program for the school year of 2011-2011 were 14 students. The next success evaluation is to assess the growth of a student in all four modalities from year to year. There were 47 ELLs who took the NYSESLAT test, 29 students increased their proficiency levels, 21 students stayed the same at an advance level or an intermediate level, and two students went down in proficiencies in the reading and writing modality. Based on this assessment the structure of the program will continue with push-in services as the primary service for student with one session to work on test prep for the NYSESLAT test and a computer reading program for students at the beginning level.

We also measure the success of the program by the number of parents who still request for the students to stay in their program from year to year. We also look at the running record levels for each student to see if they have met the required benchmark for their grade appropriate reading level according to Fountas and Pinell and well as the reading, math and science level that the students have achieved on the state test.

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

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; summarized the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community; please describe how your school determines the primary language spoken by each parent, and if this language is not English, how your school determines whether the parent requires language assistance to communicate effectively with the Department; be specific about how this information is recorded and maintained (e.g. ATS, emergency cards, Home Language Identification Survey).

Translation and distribution of all critical communications is provided in a timely manner. Translation documents are given for the registration and selection, standards and performance, conduct and discipline, safety and health, placement in any special education, English Language Learner or non-standard academic program, and transfers and discharges are readily available to parents in Arabic, Bengali, Chinese, Haitian Creole, and Spanish. If translation is not readily available, a cover letter or notice on the face of the English document is given to the parent on how to request a translation or interpretation of the document.

Within a short time period from registration and first attend date to the school the Pupil Personnel Secretary determines the primary language of the parent/guardian for the student. The primary language is determined by the information placed on the emergency card and the Home Language Identification Survey. Then the primary language is then entered into ATS. If it is determined that the primary language is not English, then all contacts to the parents are sent home in both languages of Spanish and English. If the parent needs language assistance to communicate effectively with the staff members of the school the Parent Coordinator who speaks Spanish is presents at meeting with the parent as a representative. If the parent's primary language is Haitian, the ESL teacher who speaks Haitian represent the parent in all meeting with the school staff. If the parent needs the notices sent home by the school translated into a language other than Spanish, the ESL teacher will set up an appointment with the parent to speak with a representative from the Translation Department in the DOE. The ESL teacher will provide interpretation services over the phone during regular business hours to parents who primary language is a covered language stated above and for those who request services in order to communicate with the DOE regarding critical information about their child's education.

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 and outside contractor, or in-house by school staff or parent volunteers, describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, how do you provide written translation services to meet the needs identified above? For instance, have you provided parents that speak a language other and English with a translated Bill of Parents Rights and Responsibilities? Do you have appropriate school signage and forms in the languages required? What procedures do you follow to make sure school documents are translated in a timely way? Who provides written translation services (e.g. outside vendor, in-house school staff, parent volunteer, Translation Unit).

Oral translation and written translation of school document sent home to the parents is done by the Parent Coordination and parent volunteers in Spanish for Spanish speaking parents. The ESL teacher, a staff member at the school will orally translate for parents who speak Haitian. He will also invite the parents in to translate written documents if necessary. All documents sent home to parents is translated in Spanish to ensure that our Spanish population is well informed of all critical information about their child's education. The school also provides the parents whose primary language is a covered language and who require language assistance service with a written notification of their rights regarding translation and interpretation services in the appropriate covered languages. If translation is not readily available, a cover letter or notice on the face of the English document is given to the parent on how to request a translation or interpretation of the document. The parents are also supplied with the translated versions of the Parent Bill of Right and the Family Guide as well as the appropriate web sites through the guide to NYC schools. We also invite the parent to have an adult friend/companion or relative for language and interpretation services if the adult is over 18 years of age to participate in meetings with school staff.

At registration parents whose language is other than English are provided with translated versions of registration and selection, standards and performance, conduct and discipline, safety and health, placement in any special education, English Language Learner or non-standard academic program, and transfers and discharges are readily available to parents in Arabic, Bengali, Chinese, Haitian Creole, and Spanish. Student report cards are also made available for parents in the above languages. This is based on information provided by parent on the emergency cards and the Home Language Identification surveys.

School Name: 163M

School DBN: 03m163

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Virginia Pepe	Principal		10/1/11
Carla Ling	Assistant Principal		10/1/11
Andi Velasquez	Parent Coordinator		10/1/11
Robert Fouche	ESL Teacher		10/1/11
Havo Velic	Parent		10/1/11
Joseph Wisniewski	Teacher/Subject Area		10/1/11
Yesenia Alfaro	Teacher/Subject Area		10/1/11
	Coach		10/1/11
	Coach		10/1/01
Jennifer Smullian	Guidance Counselor		10/1/11
Lucius Young	Network Leader		10/1/11
Kelly Aherne	Other <u>IEP teacher</u>		10/1/11
	Other		
	Other		
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 03m163 **School Name:** Alfred E Smith School

Cluster: _____ **Network:** 408

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.

Translation and distribution of all critical communications is provided in a timely manner. Translation documents are given for the registration and selection, standards and performance, conduct and discipline, safety and health, placement in any special education, English Language Learner or non-standard academic program, and transfers and discharges are readily available to parents in Arabic, Bengali, Chinese, Haitian Creole, and Spanish. If translation is not readily available, a cover letter or notice on the face of the English document is given to the parent on how to request a translation or interpretation of the document.

Within a short time period from registration and first attend date to the school the Pupil Personnel Secretary determines the primary language of the parent/guardian for the student. The primary language is determined by the information placed on the emergency card and the Home Language Identification Survey. Then the primary language is then entered into ATS. If it is determined that the primary language is not English, then all contacts to the parents are sent home in both languages of Spanish and English. If the parent needs language assistance to communicate effectively with the staff members of the school the Parent Coordinator who speaks Spanish is presents at meeting with the parent as a representative. If the parent's primary language is Haitian, the ESL teacher who speaks Haitian represent the parent in all meeting with the school staff. If the parent needs the notices sent home by the school translated into a language other than Spanish, the ESL teacher will set up an appointment with the parent to speak with a representative from the Translation Department in the DOE. The ESL teacher will provide interpretation services over the phone during regular business hours to parents who primary language is a covered language stated above and for those who request services in order to communicate with the DOE regarding critical information about their child's education.

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.

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.

Oral translation and written translation of school document sent home to the parents is done by the Parent Coordination and parent volunteers in Spanish for Spanish speaking parents. The ESL teacher, a staff member at the school will translate for parents who speak Haitian. He will also invite the parents in to translate written documents if necessary. All documents sent home to parents are translated in Spanish to ensure that our Spanish population is well informed of all critical information about their child's education. The school also provides the parents whose primary language is a covered language and who require language assistance service with a written notification of their rights regarding translation and interpretation services in the appropriate covered languages. If translation is not readily available, a cover letter or notice on the face of the English document is given to the parent on how to request a translation or interpretation of the document. We also invite the parent to have an adult friend/companion or relative for language and interpretation services if the adult is over 18 years of age to participate in meetings with school staff.

At registration parents whose language is other than English are provided with translated versions of registration and selection, standards and performance, conduct and discipline, safety and health, placement in any special education, English Language Learner or non-standard academic program, and transfers and discharges are readily available to parents in Arabic, Bengali, Chinese, Haitian Creole, and Spanish. Student report cards are also made available for parents in the above languages. This is based on information provided by parent on the emergency cards and the Home Language Identification surveys.

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.

Our school's oral interpretation efforts seek to ensure that all parents are provided with appropriate and timely information in a language they can understand. All communications are traditionally reported in Spanish and English. Our methods for disseminating information include:

- The parent coordinator is responsible for arranging for interpreters.
- The PTA has identified a cadre of translators who can translate documents for the school.
- Staff members can act as translators when necessary.
- The translation unit can be enlisted as necessary to assist in providing translation.
- During Parent Teacher conference week, teachers are advised in writing that the Parent Coordinator is available to translate during conferences. Teachers are told about the DOE Translation Unit and encouraged to use its staff as a resource in communicating with parents in language where we have no school expertise for translating.
- All workshops, PTA meetings and other meetings are conducted in both Spanish and English.
- Our school messenger system provides announcements of important school issues to all families in English and Spanish. The message is delivered in the language selected by the family as their primary language on HLS when their child was enrolled in the school.

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>.

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: Alfred E Smith

DBN: 03M163

This school is (check one): conceptually consolidated (skip part E below)
 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):

Before school After school Saturday academy Other:

Total # of ELLs to be served: 60

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 5

of certified ESL/Bilingual teachers: 5

of content area teachers:

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: PS 163 will continue to support our ELL students and help them meet the standards by providing additional support in our Saturday Academy and through our after school program.

Services for students in grades K through 2

ELL students will attend a twice weekly 60 minute after school program for 15 weeks. The start date will be January 7, 2013 to April 26th, 2013. The students will be placed in groups of ten in a kindergarten, first grade, and second grade group. The number of groups will depend on the number of eligible students in each grade. The purpose of the group will be to assist students in developing their oral language and listening skills, as well as, encourage reading, writing, and math understanding. Students will develop the skills by learning about food and nutrition. One session each week will include a simple cooking activity and communal eating. The teachers will plan with an Administrator each week for the reading and math activities implemented in each grade.

Services for students in grade 3 through 5

For students who attend grades 3 through 5, students will participate in a 15 week Saturday Academy (three hours per session) to refine their skills in the areas of English Language Arts and math. The start date will be January 7, 2013 to April 26th, 2013. Two teachers certified as a bilingual teacher will teach the course. The purpose of this Academy is to help students deepen their reading comprehension and problem solving skills in preparation for the state ELA and math tests. Teachers will begin with a diagnostic assessment and, based on the outcomes, develop lessons and activities to promote remediation of areas in which students require support. The program will also include a Physical Education. The teachers will plan with an Administrator each week for the reading and math activities implemented in each grade.

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

Part C: Professional Development

Begin description here: The professional development component for the two programs we propose will be conducted by an Administrator. Her role will be to help teachers plan for each of the programs we will offer. In addition, she will meet with the teachers once a week for the entire program.

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: Parents are our children’s first teachers and the school must support them in that role. Parents require opportunities to learn more about the curriculum and ways they can assist their children at home to learn. Students who are supported by their parents in the development of their first language make the transition to the second language with greater ease and better fluency. The family program will be a series of six one hour sessions conducted by our two dual language teachers. The sessions will be conducted on six Friday mornings before school where parents of ELL students will bring their children to the classroom and participate in reading and math activities. The teachers will demonstrate beginning reading and math games and activities that parents can use with their children at home. Once the teachers have completed the demonstration, the parents and children will play the games. Teachers will coach parents on the activities as well as provide them with techniques to help develop their children’s oral language and listening skills. Parents will receive a pack of materials to support reading and math at home. There will be three session each for K-2 and 3-5 parents and students.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	K-2: \$2,007.60, 3-5: \$3,011.40 and \$501.90 and \$301.14 for Parent Involvement	K-2 Program: 10 weeks for 2hrs a week for 3 teachers. 3-5 Program: 10 weeks for 3hrs for 2 teachers. One teacher for Parent Involvement
Purchased services <ul style="list-style-type: none"> • High quality staff 	K-2: \$1,505.70, 3-5: \$1,003.80, and Administrator: \$525.20	Planning Time for each Program will be supervised by an Administrator. K-

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		2 Program: One hour for 10 weeks for 3 teachers. 3-5 Program: One hour for 10 weeks for 2 teachers.
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	K-2 :\$620 for food. 3-5: ELA/Math Program \$1,711.96	K-2 are the food that is purchased for the when the student help cook. Materials to prepare take home math packs and the Target Math Intervention Kit and student books. 3-5 Target ELA and Math Intervention Kits and student books.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$11,188.70	Teachers, Professional Development, Target ELA/Math Intervention Kit, Parental Involvement, PD by an Administrator, Physical Education Teacher, and food for the cooking program