



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2012-2013  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**SCHOOL NAME:** THE ARTHUR A. SCHOMBURG ELEMENTARY SCHOOL, PS 163

**DBN :** 09X163

**PRINCIPAL:** DILSIA MARTINEZ

**EMAIL:** DMARTINEZ20@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** DOLORES ESPOSITO

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Dilsia Martinez	*Principal or Designee	
Dominique Colon	*UFT Chapter Leader or Designee	
Joanne Brown	*PA/PTA President or Designated Co-President	
Jenny Perez	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	
Paul Woltmann	Member/Teacher	
Meghan Murtough	Member/Teacher	
Daiana Padin	Member/Teacher	
Jacqueline Johnson	Member/Teacher	
Angela Velasquez	Member/Parent	
Samory Ali-Danbukar	Member/Parent	
Marilyn Rivera	Member/Parent	
Giselle Martin	Member/Parent	

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

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

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

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

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

### WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

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

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).
- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

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

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

**Major Recommendation**

*As indicated by the NYS, School Quality Review Report, received on December 12, 2012, the school leader should increase efforts to monitor the quality of teaching and learning across the school, including the support and modeling provided by the instructional team. Written feedback should include targets for improvement of instruction, especially for ELA, and be provided for all formal, informal and walkthrough observations. Follow-up observations should be conducted to monitor progress, including implementation of research-based strategies learned during PD, and evaluate the impact and effectiveness of instruction. (SQR, March 27-28, 2012, page 3.)*

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

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

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

*Increase teacher effectiveness and student learning through a process of frequent formative observations and meaningful teacher feedback guided by the Danielson Framework. By June of 2013 all classroom teachers at Public School 163 will have been observed a minimum of 6 times, two observations being formal and four being informal using the Danielson four point system.*

**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,

*The school leader and staff will participate in the Teacher Effectiveness Program Pilot (TEP) during the 2012-2013 school year in collaboration with CFN 109 and Office of Teacher Effectiveness. TEP centers on the following key practices which also bridges New York State educational goals with those established by the New York City Citywide Expectations:*

- *Frequent classroom observations (a minimum of 6 observations- 2 formals and 4 informal observations) coupled with timely, useful feedback focused on improving student learning for all students.*
- *Regular conversations between school leaders and teachers about teacher's ongoing development and impact on student learning.*
- *Ongoing professional development to support each teacher's growth.*
- *Helping school leaders fairly and accurately assess teachers' practice to make fair, informed decisions as they build effective instructional teams.*

*TEP is also designed to support school leaders in the development of shared vision for instructional excellence. Thus, during the summer PS 163's TEP Team (Principal, Assistant Principal, Coach, IEP Teacher, UFT Chapter Leader, 1 Classroom Teacher) participated in Summer Institute and further training on goals of the TEP program and utilization of the Danielson Framework.*

*School leaders work regularly with Talent Coach to help norm teacher ratings and fairly and accurately assess teacher practice using a protocol or approach to teacher evaluation that is aligned to the New York State Law 2012c.*

*School leaders will further engage in ongoing professional learning and relevant professional development to improve practice.*

*In July 2012, School Leaders and teacher leaders formed a team of 5 members and attended a full day professional development session that included an orientation to TEP as well to be further training on the Danielson Framework for Teaching. Information learned at this meeting guided the team establish an Action Plan for the effective launch of the program to the school community.*

*The TEP Team met during the summer to plan the launch of the TEP program in late August 2012 and to gain support for the pilot at our school.*

*School Leaders disseminated copies of the Danielson Teacher Effectiveness Rubric to all teachers to ensure that we were using a common language and are clear about expectations for all teaching staff. One major focus for the team was to convey that TEP is an unofficial or “No Stakes” pilot, using 7 of 22 Competencies of the Danielson Framework for Teaching to assess teacher practice. The 7 Competencies we are focusing on are: Designing Coherent Instruction, Establishing a Culture for Learning, Managing Student Behavior, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Growing and Developing Professionally. The rubric uses a four-point rating scale as defined by NYS Law 3012-c to provide feedback to teachers. The scale employed is as follows: Highly Effective, Effective, Developing and Ineffective commonly referred to as “HEDI”. For the 2012-2013 school year, school leaders are rating teachers using the current “Satisfactory or Unsatisfactory” rating and also advancing the initiative by also sharing a HEDI score for each of the 7 competencies of focus during post-observation conferences.*

*The use of the framework and rubric enables school leaders and teachers to share a common language and vision of instructional effectiveness during all pre and post observation conferences. Using this framework and rubric facilitates teacher reflection and anchors conversations in a common understanding of what effective “looks like” with a greater emphasis on student learning. Mid-year conversations scheduled for January/February 2013 will further allow the school leader and teachers to discuss progress towards our stated goal and allow the school leader and teacher to work collaboratively in the development of next steps. Further still, these conversations about teacher performance will be anchored around evidence of student learning and will help us set the stage for meeting individual and class goals. Additionally, an end of year conversation will also take place in May/June 2013. By June 2013 it is expected that 90% of teachers will have embraced TEP and demonstrated a growth in one or more of the 7 competencies.*

*To ensure the growth and development of school leaders and our teachers throughout the 2012-2013 school year, we will further participate in professional development aimed at enhancing our ability to use TEP tools effectively to improve student outcomes. Some of the activities planned are:*

- Talent Coach visits the school two to four times a month to provide school leaders with on-site support for TEP implementation. During these visits she co-observes in classrooms along with the Principal and/or Assistant Principal to support both accuracy of pilot ratings and delivery of timely, meaningful feedback. The Talent Coach also periodically checks in with the TEP team to gather feedback and provide further support in the area of professional learning.*
- At PD sessions attended by the principal and assistant principal a significant amount of time is spent on deepening our understanding of effective teaching practices as defined by the Danielson Framework and how to apply this understanding to classroom practice. These PD sessions watch videos of classroom practice, take low inference notes and time to reflect and analyze the teaching practice.*
- To further staff understanding of program and use of the Danielson Framework to further teacher development two teacher leaders are attending a series of workshops presented by the Danielson Group on the Framework for Teaching.*
- As part of teacher feedback staff members are invited to visit ARIS Learn to engage in Learning Opportunities on a wide variety of topics. Including learning opportunities aimed at providing an in-depth look at the framework and the 7 competencies.*
- Professional development is also provided by teacher leaders to small collaborative learning groups focusing on areas of need identified by school leaders using data culled from TEP.*

b) key personnel and other resources used to implement these strategies/activities,

*Principal, Assistant Principal, Talent Coach, school-based coaches, all teachers*

c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

- The TEP Team met during the summer to plan the launch of the TEP program in late August 2012 and to gain support for the pilot at our school.*
- A minimum of 6 observations- 2 formals and 4 informal observations) coupled with timely, useful feedback focused on improving student learning for all students as well as a Mid-Year and End of Year Conversation with each teacher.*

d) timeline for implementation.

August 2012-June 2013

**Budget and resource alignment**

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

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

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

**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).

*To support all members of the school community achieve this goal the school allocated the following resources to provide a variety of professional development opportunities to teachers on the Teacher Effectiveness Program, Charlotte Danielson's Teacher Effectiveness Rubric as well as in-depth competency studies in targeted areas such as: Planning and Preparation and Questioning and Discussion Techniques.*

- *ARRA RTTT Citywide Instructional Expectation Funding (Teacher Per Session) Nov - June*
- *Title I Priority/Focus SWP funds (Teacher Per Session) Nov - June*
- *Title I Priority/Focus SWP Funds (Supervisor Per Session) Nov - June*

*Additionally, the Office of Teacher Effectiveness supported the school with the above referenced initiatives with a Talent Coach and an additional funds to supplement professional development in TEP.*

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

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

**Major Recommendation**

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

*As indicated by the NYS, School Quality Review Report, received on December 12, 2012, school leaders should review the process for identifying students to receive AIS. The school leaders should ensure that all students, including those in the identified subgroups are supported effectively with specific strategies, supplemental programs and material. School leaders in collaboration with teachers, should analyze student performance and progress data to monitor and evaluate the efficacy and impact of the current AIS program to improve student achievement. (SQR, March 27-28, 2012, page 4).*

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

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

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

**Annual Goal #2**

*By June 2013, increase by 5% the number of students in grades 3-5 demonstrating one year of growth on the New York State English Language Arts exam as measured by the growth percentile.*

**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,

*School leaders and teacher teams will further align the school's literacy curriculum to national and state standards using the Common Core State Standards (CCSS) and Common Core Learning Standards (CCLS) as well as NYC's Instructional Expectations for the 2012-2013 school year.*

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

- *Equipping classroom libraries with a wide variety of leveled fiction and nonfiction books (including books recommended by the CCSS) which will allow all students to have access to books they can read successfully for pleasure, information, and/or exploration.*
- *Providing opportunities during the school day for students to discover the joy of reading and build lifelong reading habits by reading self-selected text independently every day.*
- *Building reading fluency, stamina, and comprehension skills by reading high quality literature and informational texts daily during independent practice.*
- *Engaging students in whole and small group discussions that encourage students to talk about what they read as well as share their thoughts and opinions.*
- *Explicitly teaching and modeling good listening and communication skills so that students learn to locate and cite textual evidence in support of their opinions and/or arguments.*
- *Developing rigorous learning tasks that are differentiated and encourage students to go beyond the literal meaning of the text to organize, connect, analyze and evaluate what they read as they read and interact with the text.*

*Administer the Fountas and Pinnell Reading Assessment System (F & P) in all grades K-5 to assess how well students are processing and comprehending text. We will use data*

*gathered from the F & P (Fall, Winter and Spring) to:*

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

*Use iReady diagnostic to develop a reading profile including (Phonological Awareness, Phonics, Foundational Skills, High Frequency Words, Vocabulary, Comprehension of Literature and Informational Text) for students in grades 3-5 that will further guide instructional decisions.*

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

*Students identifies as performance level 1 or 2 will participate in After-school Program. (Tuesday/Thursday for students in Grades 3-5 from Jan-April; Monday/Wednesday for students in Grades 1-2 from April-June).*

*Implement the RTI model to ensure progress monitoring and early identification of students in need of special services and provide Academic Intervention in small groups to students identified far below the standard for the grade.*

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

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

*Across the disciplines students will engage in short and long term projects and common assessments to demonstrate the ability to gather relevant information from multiple print and digital sources and present them in a written form as a narrative, opinion or informational report. Continue to work with Professional Consultant from Teaching Matters to develop Digital Documentaries.*

*In collaborative teacher teams, school leaders and teachers will study how effective teachers use summative and formative assessment data to plan objective driven lessons that include essential open ended questioning techniques that produce understanding around an overarching concept or skill.*

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

*Additionally, PS 163 is working with a Resource Specialist assigned by the NYS/NYC Regional Bilingual/ESL Resource Network for the 2012-2013 to assist the school in achieving Accountability Measures for ELLs in the 2012-2013 school year. The Resource Specialist works with the school leaders, teacher and members of the CFN 109 and the NYC Office of ELLs to develop an Action Plan for the work that the RBERN specialist will be accomplish at PS 163 during the 2012-2013 school year. The Resource Specialist is expected to visit the school one day a week to work directly with our school team (bilingual or ESL teachers, supervisors and other personnel that may be responsible for English language learners.) In addition, school leaders and teachers will attend specific professional development opportunities offered by the OELs and Fordham University that have common areas and interests in the same topics.*

*Bilingual and ESL providers will participate in professional learning opportunities offered by New York State Association of Bilingual Education (NYSABE).*

*The schools examined NYS Math Exam data and have identified a gap in student growth or progress between the performance of English Language Learners (ELLs) and the growth or progress of all students in the area of mathematics. While 41% of all students demonstrated growth in the area of mathematics, as measured by the 2012 NYC Math exam, only 15.8% of the ELLs tested demonstrated growth in this area. Therefore, there is a significant gap in performance for this sub-group.*

*School leaders and collaborative teacher teams will continue to revisit and examine the Common Core State Standards (CCSS) and the Common Core Learning Standards (CCLS) along with the Department of Education's Instructional Expectations for 2012-2013 school year to ensure that students at all levels are engaged in rigorous learning in mathematics.*

*We will assess the alignment of current math resources and identify new resources and supplemental materials to support strategic objectives.*

*Use NYCDOE Scope and Sequence to present the four domains of mathematical knowledge to students through focused, explicit, and daily instruction in math aligned to the CCSS/CCLS through the workshop model which includes a mini-lesson, guided instruction, independent practice, rigorous tasks in combination with effective progress monitoring to ensure that the assessed need of students are met.*

*Across all grade levels, use iReady as a diagnostic tool to assess the needs of each student in the four domains of mathematics: Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry to determine what students already know and what they need to know to attain grade level proficiency. In addition, ST Math is also being utilized by our third grade students. St Math is a Computer Standards Aligned learning tool for mathematics instruction. Teachers use this learning tool to align the curriculum and instruction to the concept or skills students are currently working on.*

*Create classroom environments that stimulate and support students' learning of mathematics as well as promoting confidence and perseverance.*

*Teacher grade level teams will work with the Assistant Principal and Coach to use data to inform instructional decision making and utilize the Curriculum Math Unit Maps provided by CFN109 to develop lessons that:*

- *Include additional mathematical tasks and questions that challenge students and promote and assess deeper levels of student understanding and thinking.*
- *Include additional problem-solving experiences that require math reasoning and communication of that reasoning.*
- *Require critical thinking and connections across multiple mathematical concepts, skills and ideas.*
- *Prepare students for the application of mathematics through performance tasks such as the NYC Bundles and CFN109 newly created Curriculum Math Unit Maps.*

*Using the NYSESLAT rubric and the AMAO data teachers will understand students present levels in reading, writing and listening and then scaffold mathematical language and instruction.*

*Provide professional development opportunities that strengthen teacher knowledge of both math content and pedagogical knowledge. This includes:*

- *Teachers learning about effective ways to monitor real time day to day progress monitoring assessments to guide and inform grouping decisions*
- *Teachers learning how to embed higher order thinking questions in Mathematics in order to build critical and problem solving skills.*

b) *key personnel and other resources used to implement these strategies/activities*

*Principal, Assistant Principal, school based coaches and all teachers*

c) *identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.*

*Teachers will work in collaborative grade level teams with Assistant Principal and coach to review, revise and modify curriculum maps and pacing based on the identified needs of the students they serve.*

d) *timeline for implementation.*

*September 2012-June 2013*

**Budget and resource alignment**

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

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Title I Focus

**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).

*All funding sources were conceptually consolidated to support all members of the school community achieve this goal. The school allocated the following resources*

- *Tax Levy NYSTL funds to purchase school-wide access to i-Ready Diagnostic and Instruction in the area of ELA and Mathematics for all students*
- *ARRA RTTT Citywide Instructional Expectation Funding for supervisor per session to engage and supervise curriculum writing initiative Nov - June*
- *Title I/Priority Focus SWP for supervisor per session to supervise After-school Program. Nov - June*
- *ARRA Citywide Instructional Expectations Funding for teacher per session to engage in curriculum writing initiative. Nov - June*
- *Title I/Priority Focus SWP for teacher per session for our After-school Program. Nov - June*
- *Title I/Priority Focus SWP in Educational Consultants from Teaching Matters to assist teachers develop Digital Documentaries research projects aligned to the Social Studies curriculum*
- *Title I Priority/Focus SWP to purchase CCLS aligned text exemplars (Textbook)*
- *Title I SWP to purchase laptops for student use (Equipment)*
- *Title III funds for group of teachers to attend NYSABE Conference in Long Island (Professional Development)*

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

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

**Major Recommendation**

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

*As indicated by the NYS, School Quality Review Report, received on December 12, 2012, Rubrics should be used as an integral tool in planning and assessing assignments. Teachers should participate in PD Activities that model the use of rubric to provide teacher feedback, peer feedback, and student's self-assessment. School leaders should monitor student work to evaluate the quality of feedback provided and ensure that the rubrics provide detailed next steps for improvement. (SQR, March 27-28, 2012, page 3.)*

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

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

\_\_\_\_\_ 4.2 Instructional Practices and strategies

\_\_\_\_\_ 4.4 Classroom environment and culture

\_\_\_\_\_ 4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

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

*By June 2013, 80% of the teachers will demonstrate growth in Teacher Effectiveness by improving at least one level of performance in Competency 3D Using Assessment in Instruction.*

**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,

*School leaders and teachers will work in collaborative teacher teams to continue to study the CCLS to ensure that our curriculum maps, performance tasks and assessments are closely aligned. Specifically, teacher teams will work together to develop 6+1 Rubrics in the area of writing that as a school community we are providing frequent feedback students about the quality of their work.*

*To develop the necessary expertise in the development and use rubrics to assess student learning and provide quality feedback we will work in grade level collaborative teams. Through our study we will learn about:*

- *The different types of rubrics and scoring guides and when to use each type.*
- *Characteristics of rubrics that make them most useful as instructional tools.*
- *How to develop rubrics that are useful as instructional tools.*
- *Characteristics of effective tasks given to students to elicit the performances or products to be evaluated by rubrics.*
- *How to convert rubric scores to grades.*
- *How to use rubrics instructionally to boost student achievement.*
- *How to communicate with parents about the reasons for using rubrics and how they will be used to improve achievement.*

*School leaders and teachers will also work on developing effective strategies for formative, ongoing on the spot assessment and progress monitoring during instructional lessons that will guide teachers made adjustments during instruction.*

- b) key personnel and other resources used to implement these strategies/activities,

Principal, Assistant Principal, school based coaches, teachers, TEP talent coach

- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

*Teachers will develop a habit of mind to collect observational notes when students are working in large, small or independently as well as consistently use rubrics to assess initial and final assessments in all areas.*

- d) timeline for implementation

September 2012-June 2013

**Budget and resource alignment**

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

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Title I Focus

**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).

*To support all members of the school community achieve this goal the school allocated the following resources to provide a variety of professional development opportunities to teachers on the Teacher Effectiveness Program, Charlotte Danielson's Teacher Effectiveness Rubric as well as in-depth competency studies in targeted areas such as: Planning and Preparation and Questioning and Discussion Techniques.*

- ARRA RTTT Citywide Instructional Expectation Funding (Teacher Per Session) Nov - June
- Title I Priority/Focus SWP funds (Teacher Per Session) Nov - June
- Title I Priority/Focus SWP Funds (Supervisor Per Session) Nov - June

*Additionally, the Office of Teacher Effectiveness supported the school with the above referenced initiatives with a Talent Coach and an additional funds to supplement professional development in TEP.*

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

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

**Major Recommendation**

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

Parent response on Learning Survey indicates that 7.4% of respondents think that threatening and bullying behavior happen at the school. (Learning Environment Survey, page 7)

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

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

*By June 2013, the number of parent responding Never or Once in a While to the question How often do you think students are threatened or bullied by other students will increase by .5%.*

**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,

- Adopt a proactive stance to school behavior policy.
- Provide lessons aligned to NYC Discipline Code to all students.
- Develop and adopt school pledge that reinforces the behaviors we want exhibited in school.
- Continue to expanding Caring School Community Initiative and provide monthly lessons on character education using Heartwood.
- Analyze reports of student misbehavior to determine the antecedent for behaviors and to determine preventive measures.
- Require all teachers seeking removal to justify requests by demonstrating use of Ladder of Referral.
- Promote social emotional wellness through Morning Meets and Morning Announcements.
- Continue the proactive of selecting students as Pledge Leaders.
- Shout out good behaviors and celebrate excellence regularly school wide and in the classroom.

b) key personnel and other resources used to implement these strategies/activities,

*Principal, Assistant Principal, CFN 109 Support, School based coaches, teachers, paraprofessionals*

c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making

regarding the use of academic assessments.

*Reduce by 10% the number of students assigned to ISSP*

d) timeline for implementation.

*September 2012-June 2013*

**Budget and resource alignment**

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

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

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

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

*ARRA RTTT Citywide Instructional Expectation Funding (Teacher Per Session) Nov - June*

- *Title I Priority/Focus SWP funds (Teacher Per Session) Nov - June*
- *Title I Priority/Focus SWP Funds (Supervisor Per Session) Nov - June*

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

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

**Major Recommendation**

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

*As indicated by the NYS, School Quality Review Report, received on December 12, 2012, the school leader should seek the support of the NYCDOE Translation and Interpretation Unit. School leaders, in conjunction with the parent coordinator, should regularly utilize these services to ensure that the school's documents are translated into all of the native language of parents and guardians. (SQR, March 27-28, 2012, page 4.)*

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

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

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

**Annual Goal #5**

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

*By June 2013, improve collaboration and open communication among all stakeholders of the PS 163 by 5% as measured by the 2012-2013 Learning Environment Survey.*

**Strategies to increase parental involvement and engagement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,

*School leaders, teachers and all support staff will collaboratively work with all stakeholders to implement to increase parental involvement and engagement in the school by:*

- *Hosting a "Meet and greet" evening in early September 2012 to introduce staff, curriculum, eBoard, program and make clear expectations for learning and ways parents can support their children at home.*
- *Utilizing School Messenger a digital automated dialing system to provide phone or email based information and reminders to families about important dates and special events at the school. (The school is eager to find a translator who will be able to record messages to families in Soninke an emerging popular language among our immigrant population.)*
- *Adopting a system to gather, analyze, and communicate student progress data that will be collected, tracked, and reported to families. This will be developed through implementation of the Skedula which is a School Data Management System. Skedula will enable the school to share the following information with parents and students:*
  - *Student work (projects, homework, tests, quizzes, and projects) will be entered online by teachers and graded for each student in the system*
  - *Student anecdotal information (student progress, success and challenges) will be recorded in the system to collaborate with student families.*
  - *Parents will be able to access up to date progress posting and monitoring by connecting to an online" Parent Portal ". Furthermore, parents will be able to communicate safely with teachers through the Parent Portal.*
- *Step up efforts to provide translations in other languages. Contact NYCDOE translation unit to determine available translation support for school sub-groups.*

*Collaborate with PTA to identify translation support and resources available within school community to assist with written and spoken translation. Develop opportunities for parents and guardians to serve as volunteers in the school.*

- *Provide opportunities for all stakeholders to discuss and understand student performance and progress. This will be developed through distribution of, and scheduled opportunities to discuss, periodic progress reports, scheduled parent and teacher conferences, and Teacher and family e-mail.*
- *Continue our collaboration with Learning Leaders to ensure that the school has trained volunteers to assist our on-going work.*
- *Attend NYCDOE Parent Academy activities as well as citywide, district-wide or network offered learning opportunities for parents/guardians.*
- *Attend New York State Association Bilingual Education Conference.*

**Teacher strategies:**

- *All teachers will send welcome letters to students and families introducing themselves and establishing expectations for the coming school year.*
- *All classroom teachers will follow up with letters, newsletters, and other forms of communication to establish clear expectations for teaching and learning for the school year, as well as homework and grading policies.*
- *Throughout the year, teachers will send letters or monthly grade newsletters informing families about current unit of studies and expectations for work as well as share student success stories.*

b) staff and other resources used to implement these strategies/activities,

*Principal, Assistant Principal, school based coaches, teachers*

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

*Increased participation in Parent Engagement Events, Increased outcomes on Learning Survey.*

d) timeline for implementation.

*September 2012-June 2013*

**Budget and resource alignment**

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

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Title I Focus

**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).

*To support all members of the school community achieve this goal the school allocated Title I SWP, Title III LEP and Title I Priority/Focus SWP funds to provide opportunities for parents to better engage in their children's education.*

- *Title 1 Priority/Focus SWP funds to purchase Educational Software, Skedula a data management system*
  - *Title 1 Priority/Focus SWP funds per session for School Aides to provide Child Care for Parent Activities*
  - *Title III funds allocated for parental involvement initiatives including registration to NYSABE Conference for parents/guardians*
  - *Title I Priority/Focus SWP funds for Teacher per session to provide learning opportunities for parents*

**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	Guided Reading, iReady; Reciprocal Teaching, Guided Writing, Interactive Writing	Small group	Before-school; During School; After-school
Mathematics	iReady, Problem Solving; Rally Education Strand by Strand; Saxon Math drill sheets	Small group	Before-school; During School; After-school
Science	Guided Readers Harcourt iOpeners Rosen Readers	Small group	During school day
Social Studies	Guided Readers Harcourt iOpeners Rosen Readers	Small group	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Caring School Community; Heartwood	Small group; one to one as needed	During school day

**HIGHLY QUALIFIED TEACHERS (HQT)**

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

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

*The school works with Office of Teacher Recruitment and the Human Resources Director for CFN 109 to identify viable candidates for the interview process. Recruited teachers are provided with support from 2 school based mentors as well as are invited to participate in a variety of professional development opportunities within and outside the school.*

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### 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

#### *SCHOOL-PARENT COMPACT*

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

#### **I. School Responsibilities**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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 <b>RelloAnselmi/Quail</b>	District <b>09</b>	Borough <b>Bronx</b>	School Number <b>163</b>
School Name <b>Arthur A. Schomburg Elementary School</b>			

### B. Language Allocation Policy Team Composition

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

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

### D. School Demographics

Total number of students in school	<b>688</b>	Total Number of ELLs	<b>253</b>	ELLs as share of total student population (%)	<b>36.77%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
--	--

**This school offers (check all that apply):**

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	19	24	22	23	0	0	0	0	0	0	0	0	0	88
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	23	20	23	0	32	26	0	0	0	0	0	0	0	124
<b>Push-In</b>	0	2	11	21	6	1	0	0	0	0	0	0	0	41
<b>Total</b>	42	46	56	44	38	27	0	0	0	0	0	0	0	253

### B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	87	0	0	1	0	0	0	0	0	88
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	140	9	25	25	0	0	0	0	0	165
<b>Total</b>	<b>227</b>	<b>9</b>	<b>25</b>	<b>26</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>253</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	19	24	22	23	0	0	0	0	0	0	0	0	0	88
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

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

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

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

### Freestanding English as a Second Language

#### Number of ELLs by Grade in Each Language Group

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

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

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

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

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

Based on our assessment of the ELL testing data (NYSESLAT and State Standardized Tests), this year, ESL services for students with

## A. Programming and Scheduling Information

disabilities will follow the push-in model. The ESL provider who services ESL students in self-contained Special Education classes will also attend ESL bimonthly meetings. The provider is encouraged to engage in team teaching activities with the Special Education teacher to build community and demonstrate effective ESL practices that will support all learners in the Special Education classrooms. The ESL provider pushes-in to each self-contained section and works to support content area vocabulary and language development throughout all areas of literacy. The ESL provider collaborates with the classroom pedagogue and plans curriculum based language experiences to provide guidance/support for students with disabilities. The goal is to provide guidance and support so that students will engage in multiple opportunities/activities for oral and written expression. Interactive technology is used as well as realia, hands-on learning experiences, and the use of manipulatives to explore and make associations are essential to the success of students with disabilities.

Based on our assessment of the ELL testing data (NYSESLAT and State Standardized Tests), this year, students with extension of services will also receive an additional 30 minutes of small group instruction (in the targeted Domain) for explicit reteaching opportunities and hands-on/TPR activities by a licensed ESL teacher. Students whose IEP mandates bilingual instruction are assigned a bilingual para-professional to assist the student with instruction. In the event that a bilingual student is mainstreamed into general education classes, the student will travel with their assigned bilingual para-professional to assist the student with instruction.

Bilingual and ESL teachers will also be able to monitor English language development and progress based on daily/weekly Earobics reports, Fountas and Pinnell literacy assessments in English, interim running records using leveled texts, and plan lessons to advance language development based on student observations and data from Earobics. Environmental print, word walls, survival language (to maneuver the flow of the day and the physical building) and real-life situations are used to support auditory and oral expressive skills as reading comprehension is developed via guided reading and independent reading. ESL and TBE students are encouraged to listen to books on tape, listen to familiar movies in English, and discuss their reading or movie using comprehension prompts to practice expressive language and opinions (e.g. their favorite part and why, would they recommend the book to a friend; why/why not). ESL and TEB teachers frequently make their own visual charts, develop study guides, use colored visual graphics, and use graphic organizers to help the students follow a thought process, make concrete connections, and organize their thinking.

Language instructional approaches and methods to make content comprehensible to enrich language development for new comers include: use of survival language to help navigate the students' new environment, explicit vocabulary in context with colored visual supports, activating prior knowledge, providing prompts/sentence starters for oral expression and establishing language patterns, repetition/rephrasing to model correct models of vocabulary and oral and written expression, total physical response activities (e.g. role playing, acting out, talking out, drawing out), setting clear expectations, positive reinforcement, print rich environments, use of songs and rhyme, integration of technology and use of websites to differentiate instruction and learning experiences, safe opportunities to use new language in context, experiencing language through music and art, addressing multiple intelligence areas, use of realia, repeated/multiple exposure to real-work experiences, use of cognates to foster comprehension and transference from native language to English, use of Thinking Maps to frame organization of ideas and processes, use of Earobics Foundations to enhance exposure to letters, sounds, phonemes, blends, word and picture identification, use of pictures to make language and conceptual connections/associations, Blooms Taxonomy and oral discussion, as well as the use of students' five senses to gather information and make language connections/associations. Frequent informal observations by Assistant Principal Garcia will also be used to assess ESL and TBE instruction for individualized constructive feedback about the pedagogue's delivery of instruction.

Language instructional approaches and methods to make content comprehensible to enrich language development for students who have been in the NYC Public School System under three years include: differentiated use of the above activities for each subject area, total physical response, concrete visual supports and repetition (including repeated experiences), making the most of the student's "Silent Period" (whereby visual and audio delivery is maximized as students absorb and internally process, ponder, and contemplate what they are seeing and hearing), connecting visuals with writing, multiple exposure to small group instruction/work, scaffolding, differentiation, use of cognates, role play, creating authentic speaking experiences, class buddy system (for learning, discussing, and writing), explicit instruction, explicit modeling, think alouds, use of Earobics Connections (interactive web-based program to support comprehension strategies using individualized differentiated grade 1, 2, and 3 language experiences), use of other website supports (e.g. Starfall, Raz Kids), one-to-one instruction/small groups for reteaching of concepts, extended day support, language and content objectives/prompts, and the use of leveled text with picture support. Teachers will conference with students and use student data and observations to tailor instruction.

Based on our assessment of the ELL testing data (NYSESLAT and State Standardized Tests), long term ELLs and SIFE students receive an additional 30-45 minutes of 3:1 ratio with an emphasis on language development, literacy development, and grade-level content area vocabulary and background knowledge. ESL pedagogues work to plan, prepare and deliver: intense phonemic awareness, explicit vocabulary instruction in context, explicit instruction and multiple exposure to vocabulary with multiple meanings, direct teaching of content areas with emphasis on fluency, comprehension and writing at least three times per week by a licensed ESL pedagogue. Writing activities will be scaffolded to include: shared writing activities, interactive writing activities, with the goal of having students engage in meaningful independent writing activities. ESL and bilingual teachers are working hard to create a safe learning environment where ELL students will practice the English language and build self-confidence when speaking and making attempts to use English to express

## A. Programming and Scheduling Information

thoughts and ideas about their learning and real-world experiences.

### 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	Spanish		English Language Arts	English
Social Studies:	Spanish		Social Studies	English
Math:	English			
Science:	English			

### 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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> 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.

Native Language Usage/Support

Transitional Bilingual Education (TBE)

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

## B. Programming and Scheduling Information--Continued

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

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

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

This year, our K-5 curriculum across the content areas has been aligned to reflect NYS Common Core Standards. Thus, ESL strategies are currently infused throughout the NYS Common Core Standards to build capacity for readiness and English language proficiency. Content language objectives are utilized to encourage students to express ideas with vocabulary ranging from basic/simple to more complex/abstract. Vocabulary with visual support is available for ELLs to make connections and visualize words and concepts in context. Students are provided English language prompts to support oral and written expression of ideas. Accountable talk, cognates, singing, chanting, and rhyming are utilized to provide a variety of methods for students to practice English in a small safe environment where clear expectations have been set and students will not be ridiculed for how they sound when they practice or make an attempt.

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

are part of the participants. Former ELLs are provided testing accommodations and support as stipulated by the NYC Office of English Language Learners. ATS reports allow the testing coordinator, Ms. Wolpuff and the Assistant Principal, Ms. Garcia to ensure that existing and former ELLs receive the appropriate accommodations.

Based on our assessment of the ELL testing data (NYSESLAT and State Standardized Tests), this year, we have switched from Imagine Learning English to Earobics Foundations, Earobics Connections, and Earobics Reach. Earobics is an interactive web-based program that uses differentiation to support ELLs as they move through the language continuum. ELLs will receive 6:1 ratio support by ESL pedagogues 3 times per week for 30 minutes using Earobics Foundations, Earobics Connections or Earobics Reach (depending on the student's grade level). Earobics Foundations will provide a medium for students to interactively practice identifying and applying knowledge of letters, sounds, phonemes, blends, word and picture identification, and use of pictures to express language in English (targeted grades are Kindergarten and First grade). Earobics Connections will provide differentiated language and comprehension experiences for students in grades 1-3. Conceptual connections and associations to support comprehension strategies will be individualized to allow teachers to use another medium (which provides data) to monitor individual progress and application in the development of the English language. Earobics Reach will be used for fourth and fifth graders. Earobics Reach provides upper grade curriculum-based concepts, however, the text levels continue to be differentiated to match the individual student comprehension level. Data is provided for the ESL teachers to plan, prepare, and deliver lessons for whole and small group instruction.

This year, Grammar Gallery (a program which targets second language learners' multi-language levels and grade levels) will be used to enhance and support explicit writing practices, nuances of language, grammar, and mechanics (this program is also new to PS 163). NYSESLAT rubrics for Listening, Speaking, Reading, and Writing will be used to gather and monitor data pertaining to the language development of ELL students. The data will be used to plan and prepare targeted lessons to advance student progress. Moreover, as we continue to develop and utilize the ESL progress report (discussed below), ELL teachers will be able to support English language development with respect to the four domains: Listening, Speaking, Reading, and Writing by gathering concrete evidence, student data, and observations to support the stages of language acquisition and development. Use of English and Spanish website supports (e.g. Starfall, Raz Kids) are also used to support our students' modalities of learning in addition to one-to-one instruction/small groups for reteaching of concepts, extended day support, language and content objectives/prompts, and the use of leveled text with picture support. As teachers conference with ESL and TBE students, they will be able to use student data and observations to tailor instruction.

Based on our assessment of the ELL testing data (NYSESLAT and State Standardized Tests), this year we are implementing the use of an ESL progress report that will assist ESL and TBE teachers' abilities to monitor students' movement within Listening, Speaking, Reading and Writing domains (based on Krashen, S. D. & Terrell, T. D. (1983), *The Natural Approach: Language Acquisition in the Classroom*. London: Prentice-Hall Europe). This interim progress report: provides information about the student's development of second language proficiency with respect to listening, speaking, reading, and writing; recognizes that new learners of a second language progress through the same stages that acquire language; recognizes that children learn the same skills and need to meet the same standards, however the stages take into account that students will learn the skills at different rates; acknowledges that the length of time each student spends at a particular stage may vary greatly; and acknowledges that some of the standards and skills might not be appropriate at this time. Ultimately, information is provided to report students' movement along the second language continuum. Our teachers will be able to identify beginner, intermediate, and advanced stages based on observations of each student's demonstrated abilities. The ESL progress report (see attached) will be sent to families three times during the academic year. This report will allow us to share each student's development of the English language with ELL families with respect to the four domains. The ESL progress monitoring report will allow planning and preparation for targeted ELL instruction, activities, and learning activities to promote language development and acquisition. ESL and TBE classroom intervisitations will also provide tangible methods/strategies of best practices and fine-tuning of instruction as teachers take notes, debrief, and discuss peer lessons in a safe environment.

Based on our assessment of the ELL testing data (NYSESLAT and State Standardized Tests), this year we will offer ELL students (K-5) the opportunity to attend our Saturday ESL Elementary Academy for additional language development opportunities and hands-on activities. Real-world experiences will be provided (e.g. cooking, shopping using a budget and shopping list, building back-ground knowledge through field trips, analyzing the American Culture, reading a short story and collaboratively writing their version of a key moment in the story in order to create characters and a script with teacher support, performing the play, working in collaborative groups to write songs, using media to document/showcase language experiences, as well as engaging in total language based activities to foster self-confidence and build background knowledge). The Saturday ESL Elementary Academy would have a culminating event/performance for parents/guardians to attend and celebrate their children's English language development. Our goal is to provide real-world experiences that students can relate to and internalize during the process of acquiring the English language. We want students to make valuable connections between home and school. Language, literacy, and content knowledge development is our goal within the four domains to achieve English proficiency.

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

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

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

LAB-R/LAB testing is not done until the Kindergarten students show up in September; therefore, all incoming Kindergarteners receive a Welcome Packet that outlines "What to Expect" as students and their families prepare for Kindergarten. The Welcome Packet also identifies activities students and families can do to prepare for a smooth transition in September. We also work in collaboration with Head Start to provide a school tour during the month of June so that our incoming Head Start children have the opportunity to walk through the school, meet teachers, and ask questions. As our ELL students get ready to transition from elementary to middle school, our guidance counselor (Melissa Ortiz), parent coordinator (Betty Stewart), fifth grade teachers, Assistant Principal (Karen Bolles grades 3-5) and Principal (Dilsia Martinez) communicate regularly via workshops, school/family activities, and parent letters to inform families about middle school options, varied specialty schools, as well as the enrollment process. Home communication pertaining to middle school is sent out to parents throughout the year as the students visit schools, make choices, take Standardized Tests, and finally transition from the elementary setting to middle school. Our ESL fifth grade teacher is involved and makes himself available to meet with or call ESL and bilingual families who need clarification about the middle school process. In the event that assistance is needed to complete forms, the guidance counselor is also on hand to assist ESL and bilingual families.

## 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?

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

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	33	19	25	13	4	4	0	0	0	0	0	0	0	98
Intermediate(I)	5	15	12	19	10	5	0	0	0	0	0	0	0	66
Advanced (A)	4	12	19	12	24	18	0	0	0	0	0	0	0	89
Total	42	46	56	44	38	27	0	0	0	0	0	0	0	253

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

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

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

**NYS Science**

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

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

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

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. 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?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

ELL early literacy assessments include LAB-R/LAB performance, Fountas and Pinnell (English and Spanish K-5), NYSESLAT performance (K-5), Estrellita assessments (K-2), NYS ELA performance (grades 3-5), NYS Math performance (grades 3-5), and NYS Science Test for 4th graders. When analyzing school testing performance, the F&P reading comprehension levels were not reflected in the actual students' test performance. For example, in grade 3 there were a few students who according to their reported F&P level should have received a 3 on the ELA, however, their performance was at a level 2. While ELLs are making progress, it is slow and not comparable with English proficient students nor Native English speakers.

Overall, ELA and NYSESLAT data showed that writing was the number one area of concern followed closely by reading comprehension. NYSESLAT listening/speaking modalities showed more advancement than reading/writing modalities. However, because we acquire language through listening and speaking, in order to make the necessary gains in reading and writing, we need to look at ways to deepen listening activities and modify how teachers phrase questions to elicit meaningful and engaging speaking experiences if we want to deepen reading comprehension and strengthen students' writing. According to Fountas and Pinnell literacy results, there are approximately twice as many ELLs at risk in reading comprehension in the ESL and TBE classes than in the monolingual classes. As a school community, ESL and bilingual teachers need to come together and take a closer look at how instruction is being delivered throughout the content areas. As I have visited ESL and TBE classes, I've noticed that there is less of a student-directed learning environment, teachers are talking too much, and much of the teaching and learning is teacher-directed. ELLs need more hands-on activities to have opportunities to engage in academic talk-time to express their ideas and reasoning. Real-world experiences need to be provided to support concrete connections to internalize vocabulary and experiences that foster long-term language development. We need to support our students with targeted instruction, hands-on activities, and explicit modeling related to oral expression and arranging thoughts and ideas into organized writing experiences. Language needs to be experienced and taught, English is not intuitive. Our school plan has been to strengthen authentic ELA, NLA, and ESL planning and preparation. Explicit modeling needs to be clear and evident during each mini-lessons. Grade-level and specialty area professional development meetings will be used to collaboratively discuss and learn more about how to infuse ESL instruction and scaffold language experiences throughout the content areas as well as throughout the domains of listening, speaking, reading, and writing. Through the use of varied approaches for language acquisition e.g. survival language, environmental print, visual and audio supports, and the use of explicit step-by-step modeling students should be able to actively engage in expressing ideas in writing. However, teachers cannot afford to skimp on providing writing opportunities to create successful student experiences.

K-5 teachers have recently set reading goals for their students. Next, K-5 teachers will be asked to set writing goals for their students. The Assistant Principals and the Principal have committed to frequent informal classroom observations and providing timely feedback to teachers in the areas of planning and preparation and classroom environment. Analyzing reading goals and establishing concrete school-wide interim progress monitoring systems is our the next step. Simultaneously the coaches are also working with bilingual and ESL teachers to assist with planning and preparation, language development, meaningful independent practice, appropriate language experiences, differentiation and scaffolding of tasks/classwork, and flexible grouping. The School Leadership team is working to increase parent awareness and involvement. The ESL progress report will provide yet another tool to measure progress related to the language acquisition of English across the domains. Reading and writing goals will be discussed in grade-level meetings, ESL meetings, and in the bilingual meetings. Grade-level and specialty area professional development meetings will work in concert with ESL and TBE initiatives to build capacity at PS 163 as we work to support former ELLs and create a higher English Proficiency rate. Movement showing student progress throughout the English/Spanish F&Ps, Estrellita assessments, ELA, NYSESLAT, published writing pieces using NYSESLAT rubrics/NYC DOE rubrics, and the ESL Progress Report will help to monitor the success of our ELL school-wide language acquisition plan.

## Additional Information

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

Please see the following attachments:

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

## Part VI: LAP Assurances

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

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

**Cluster:** 1      **Network:** CFN109

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Arthur A. Schomburg E.S.	DBN: 09x163
Cluster Leader: Doug Knecht	Network Leader: Maria Quail
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 100 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 1

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Supplemental instructional services aimed at improving outcomes for LEP or ELL students to attain English proficiency while meeting New York State academic achievement standards is based on the analysis of the New York State English as a Second Language Achievement Test (NYSESLAT), the results from Fountas and Pinnell Reading Assessment, and ongoing teacher conferences and observations. These services are offered to 100 total targeted students on Saturdays at PS 163. Certified ESL Teachers will team teach with Literacy and Art Teachers. For the 2012-2013 school year, we will extend our ELL Language and Literacy Enrichment through the Arts (ELLA) Saturday Academy for the 100 ELLs currently enrolled in the program by adding 4 instructional Saturdays to the program which will allow us to include visits to art museums and institutions throughout the City of New York for both students and their parents. ESL, Literacy and Arts Teachers will meet to plan program objectives and activities that go beyond the classroom to include opportunities to view, evaluate and critique art in the real world. We will also further extend the impact of the program by offering a 10 week program for 50 students in grades K-1 that are not currently served through the city sponsored ELLA program.

### Part C: Professional Development

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

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

Begin description here:

Teachers who provide instruction and services to our ELL population participate in workshops offered by the OELL. At the school, our 2 coaches (which includes 1 licensed ESL teacher) provide our bilingual/ESL teachers professional development opportunities, every ten days, from September to June, which assist with the integration of listening, speaking, reading and writing skills into daily instruction. Our workshops focus on teaching reading compressions strategies, vocabulary development, building and activating background knowledge, assessment of ELLs, and the effective use of strategies which are cited in professional books such as Kids Come In All Languages: Reading Instruction for ESL Students and The Natural Approach: Language Acquisition in the Classroom. These books contains practical information on teaching reading to culturally and linguistically diverse students who come to the New

### Part C: Professional Development

York City classroom with a broad range of experiences. Title III funds are not used to support this effort.

Network Co-Leader , Caterina Ditillio, will identify staff with ELL expertise in Second Language Acquisition and Instructional Techniques such as Qtel that enable teachers to apply effective language acquisition strategies in small group instruction.

Engage teachers currently teaching ESL through the co-teaching model to participate in a Study Group around the work of RTI for ELLs for 14 sessions after-school.

Participate in the New York State Association for Bilingual Education (NYSABE) Annual Conference "Bilingual Education: Promoting Educational Excellence and Equity for ALL Students" March 14-17, 2013

### 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:

Workshops for parents (offered select Saturdays in March and April 2013) will begin by providing a basic overview of the ELL Language and Literacy Enrichment through the Arts Saturday Academy for ELLs, overall program objectives for language acquisition and visual arts while also addressing some common ELL concerns such as:

- How learning two languages in childhood differs from learning just one
- What to expect when a child is learning two languages
- What to do when the child mixes languages or refuses to use one
- How to optimize the child's bilingual development or second language acquisition
- What to do when language/speech/learning disabilities exist and more

Participate in the New York State Association for Bilingual Education (NYSABE) Annual Conference "Bilingual Education: Promoting Educational Excellence and Equity for ALL Students" March 14-17, 2013

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

**Part E: Budget**

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

Allocation Amount: \$0

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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		