



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: P.S. 161
DBN (i.e. 01M001): 17K161
Principal: MICHAEL JOHNSON
Principal Email: MJOHNSO10@SCHOOLS.NYC.GOV
Superintendent: DR. BUFFIE SIMMONS
Network Leader: Ms. ROXAN MARKS

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Michael Johnson	*Principal or Designee	
Marjory Cyprien	*UFT Chapter Leader or Designee	
Fred Baptiste	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Juanita Brown	Member/ staff	
Marilyn Norfleet	Member/ staff	
Oronde McDonald	Member/ staff	
Lorraine Boston	Member/ staff	
Demetrius Lawrence	Member/ parent	
Rosario Paul	Member/ parent	
Michelle Williams	Member/ parent	
Cari White	Member/ parent	
Dionne Willis	Member/ parent	
	Member/	

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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section
School Leadership Team Signature Page
The SCEP Overview
Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
1. A major recommendation with HEDI rating
2. Statement Of Practice (SOP) selected aligned to the goal
3. A goal aligned to the major recommendation
4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
5. Budget & Resource Alignment section (indicating all funding sources)
Academic Intervention Services (AIS)
Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
Parent Involvement Policy (PIP)

School Information Sheet for 17K161

School Configuration (2013-14)					
Grade Configuration	0K,01,02,03,04,05,08	Total Enrollment	537	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	6	# CTE	N/A
School Composition (2012-13)					
% Title I Population	81.6%	% Attendance Rate			93.7%
% Free Lunch	82.1%	% Reduced Lunch			8.6%
% Limited English Proficient	2.6%	% Students with Disabilities			12.0%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.9%	% Black or African American			77.3%
% Hispanic or Latino	12.0%	% Asian or Native Hawaiian/Pacific Islander			7.6%
% White	1.2%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	1.17	# of Assistant Principals			N/A
# of Deans	1	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			8.3%
% Teaching with Fewer Than 3 Years of Experience	2.0%	Average Teacher Absences			7.2
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	23.4%	Mathematics Performance at levels 3 & 4			27.6%
Science Performance at levels 3 & 4 (4th Grade)	79.8%	Science Performance at levels 3 & 4 (8th Grade)			43.3%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	N/A
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	N/A
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	No		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP							
Describe the strengths of your school's 12-13 SCEP.							
<ul style="list-style-type: none"> • Provided academic intervention services for our lowest 3rd including special Ed and ELL students • Alignment of budget to resources • Focused observations and timely feedback to staff • Increase in communication to parents/guardians regarding student problems • Increased use of data by staff to assess students and drive instruction • Decrease of disciplinary infractions on OORS • Implementation of resource based program Imagine Learning 							
Describe the areas for improvement in your school's 12-13 SCEP.							
<ul style="list-style-type: none"> • Providing differentiated professional development for staff • Inconsistent use of higher order think questions by teachers • Teachers use of meaningful differentiation used inconsistently • Completion and submission of student learning performance tasks • Implementation of a resource based program Read 180 							
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.							
<ul style="list-style-type: none"> • Adequate time to provide professional development for staff • Low parental involvement • Some staff members not consistent in planning and execution of lessons 							
Describe the degree to which your school's 12-13 SCEP was successfully implemented.							
<ul style="list-style-type: none"> • Implementation of CEP was proficient since the majority of our goals were met or partially met 							
Were all the goals within your school's 12-13 SCEP accomplished?				Yes	<input checked="" type="checkbox"/>	No	
If all the goals were not accomplished, provide an explanation.							
By June 2013, there will be an improvement in teacher effectiveness as evidenced by 50%, of teachers rated effective/highly effective in competencies 1e and 3b, for at least half of their informal/formal observations measured by The Danielson Framework for Teaching and Learning.							
Fifty percent of our teachers did not rate effective/highly effective in either competency. However, there was an increase in both competencies from developing to effective.							
Did the identified activities receive the funding necessary to achieve the corresponding goals?				<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
The barriers in implementing the 2013-14 is sufficient planning time, time to service the students and analyze data. Our challenges is that we have a transient population, large number of struggling readers, we do not have a full time ELL teacher to support the ESL students, and lack of parental support which impacts our ability to implement the rigor of the Common Core and citywide ELA and Math curriculums				
List the 13-14 student academic achievement targets for the identified sub-groups.				
In ELA to increase students in grades 3-5 at level 3 and above from 23.4% to 28.4%				
In Math to increase students in grades 3-5 at level 3 and above from 27.6% to 32.6%				
To increase student independent reading level by at least 2 levels as measured by Fountas & Pinell				
To increase all ELL students by at least 1 level of performance on the 2014 NYSESLAT assessment				
To increase all K -2 performance level by year's growth from the baseline assessment on the MOSL				
To increase 50% students in our lowest third (including SWD's and ELLs) by level 2 and above in ELA and Math as evidence by				

the NYS ELA and Math examinations.

Describe how the school leader(s) will communicate with school staff and the community.

These targets will be communicated to school staff during faculty conference, grade meetings and other team meetings including individual data meetings with classroom teachers. During SLT team meetings, these targets will be discussed with parents. Administrative staff will also be presented with this information at PTA meetings and with “Coffee with the Principal” sessions.

Describe your theory of action at the core of your school’s SCEP.

The theory of action is to support all struggling readers and learners while also developing teachers’ instructional practices

Describe the strategy for executing your theory of action in your school’s SCEP.

The strategy to execute the theory is for administration to consistently observe teacher practice and instruction and provide immediate actionable feedback to increase teacher effectiveness

List the key elements and other unique characteristics of your school’s SCEP.

- Teachers will serve as mentor and share best practices with colleagues
- Programs were built allowing teachers extensive time for collaboration
- Our school employs the services of its own former staff members to provide academic intervention
- We continue to work to provide a welcoming and transparent relationship with parents /guardians

Provide evidence of your school’s capacity to effectively oversee and manage the improvement plan.

To effectively oversee and manage the improvement plan it will be evidenced throughout the year during monthly SLT meetings, weekly common planning meetings (by department) and weekly team meetings (by grade)and weekly Data Inquiry Meetings. At the various meetings data and teacher practices are consistently being reviewed to increase student progress and proficiency levels

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

In a few classrooms observed the learning objective did not match the task. Thus, resulting in limited opportunities for students to successfully build their content knowledge and skill abilities. Accordingly, teaching strategies do not lead to higher order thinking and students are not always actively engaged in meaningful, well-suited activities resulting in uneven teacher practice and dismal student outcomes.

Review Type:	QR	Year:	2012-13	Page Number:	5	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) 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	2.3 Systems and structures for school development
2.4 School leader's use of resources	X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By June 2014, 100% of eligible teachers will be observed and receive actionable feedback based on Danielson Framework to increase teacher effectiveness.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

▪ Strategies/activities that encompass the needs of identified subgroups

1. The teacher effectiveness talent coach and school staff will focus on 3b, 3c and 3d in order to improve the quality of lesson execution among teachers in an effort to increase student achievement
2. School leaders will provide forums in order for teachers to share best practices related to the select competencies and allow time for inter-visitations (using ARIS Learn data to determine which teachers have mastered the select competencies so they may model for others in order to build capacity)
3. The school leaders will track informal and formal observations and perform more than the minimum for teachers as deemed necessary by the data.
4. AUSSIE consultant will work with teachers 2 times per week for 15 weeks for a total of 30 onsite visits. Consultants will work with staff on guided reading, developing questioning and discussion techniques as well as multiple entry points.
5. School leaders will track teacher effectiveness on an on-going basis
6. Teacher teams will meet weekly for professional development to increase teacher effectiveness in the aforementioned competences

▪ Key personnel and other resources used to implement each strategy/activity

1. Administrators, Network Talent Coach, ARIS
2. Administrators, Teachers, Instructional Leads
3. Administrators
4. AUSSIE consultant, administrators, teachers
5. School Administrators

6. School administrators, Teachers
▪ Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Observation reports, PD agendas 2. Intervisitation conferences, PD agendas 3. Observation tracking tool 4. AUSSIE reports, PD agendas 5. Observation tracking tool 6. Teacher team meeting agendas
▪ Timeline for implementation and completion including start and end dates
1. September 2013 –June 2014 2. September 2013- June 2014 3. September 2013- June 2014 4. September 2013- June 2014 5. September 2013- June 2014 6. September 2013- June 2014
▪ Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Administrators will conduct short cycles of observations as well as formal observations 2. Administrators will meet with teachers, teachers will model for other teachers 3. Administrators will observe teachers the minimum amount of times (depending on chosen option) and will make sure enough data is gathered to effectively rate teachers 4. AUSSIE consultant will work one on one with teachers, as well as in groups for 25 sessions 5. Administrators will utilize an observation tracking tool to identify trends of ineffective practice and provide professional development in those areas 6. Administrators will meet with teacher teams during common planning periods

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Title I SWP										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT	x	PF Inquiry Teams	x	PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders			

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
A review of the 2011-2012 New York City Progress Report reflects that 37.3% of students performed at grade level proficiency on the New York State English language arts (ELA) assessment. In math, 39.6% scored at grade level on the State assessment. This data shows a decrease in students' progress in these areas over the previous year.			
Review Type:	QR	Year:	2012-13
Page Number:	4	HEDI Rating:	D

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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 Enact curriculum		3.3 Units and lesson plans
	3.4 Teacher collaboration	X	3.5 Use of data and action planning

Annual Goal #2

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

By June 2014 the students scoring at proficiency in ELA and Math will increase by 5 percentage points.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Hold weekly teacher team meetings to share and review data, including student work
2. Based on the data, students will be identified for academic intervention services (extended day, after school, and Saturday school)
3. Hire F-Status teacher to offer additional AIS support.
4. Purchase Imagine Learning for struggling readers to use in classrooms
5. Provide additional professional development in data collection and analysis, and the alignment of the unit goals and data driven decision-making.
6. Ensure teachers regularly conference with students in order to address their strengths, weakness, and next steps
7. Provide structured remedial intervention for at-risk students during allotted extended daytime.
8. Purchase afterschool intervention materials (Buckle Down, I-Ready)

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators, Classroom teachers
2. Administrators, classroom teachers, data specialist
3. F-status teacher
4. Classroom teachers, AIS teachers
5. Administrators, classroom teachers
6. Classroom teachers
7. All teachers
8. All teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Team meeting agendas, work samples
2. After school rosters, progress monitoring sheets
3. Progress monitoring of identified students
4. Progress monitoring of identified students
5. Workshop agendas
6. Conference notes
7. Progress monitoring of identified students
8. Progress monitoring of identified students

D. Timeline for implementation and completion including start and end dates

1. September 2013- June 2014
2. January-May 2014, 2 days a week, Saturdays February-May
3. January – May 2014
4. September 2013- June 2014
5. September 2013- June 2014
6. September 2013- June 2014
7. September 2013- June 2014
8. January – May 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Common Prep once a week for all teacher teams
2. Extended day for all grade 3-5 students, Mon –Wed
3. F-Status teacher 3 days a week for 19 weeks
4. Cost for Imagine Learning site license
5. PD during Faculty conferences once a month, Teacher Team meetings, Chancellor's PD days

6. During instructional time
7. Mon-Wed, 2:20 -3:00 pm
8. 2books@ \$18 for 252 students

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Title I											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core				
	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs	X	PF RTI				PF Supporting Great Teachers & Leaders				

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

There was inconsistency of the school priorities to align teacher practices to the Common Core Learning Standards and to provide entry points into the curriculum for all students and to have students reflect on their work.

Review Type:	QR	Year:	2012-13	Page Number:	5	HEDI Rating:	D
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

By June 2014, 100% of assessments and curriculum will be aligned to CCLS to provide instructional practices that effectively target the needs of all learners

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Provide various forms of professional development for staff using the DOK as a basis for developing questions
2. Provide professional developments for staff around differentiated instruction and the use of UDL in the classroom
3. Provide professional development for staff in the use of data and the use of protocols to analyze students work
4. Review and make adjustment on curriculum based on student needs
5. Provide students with extended day programs and curriculum materials to meet their needs
6. Use the scaffolded instructional supports in Readygen and GoMath

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators, teachers, Network staff
2. Administrators, teachers, Network staff
3. Administrators, teachers, Network staff
4. Administrators, teachers, Network staff
5. Administrators, teachers
6. Teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. PD agendas, lesson plans, ratings in 3b in Danielson's

2. PD agendas, lesson plans
3. Teacher team agendas, examples of student work
4. Revised curriculum maps, lesson plans
5. Progress monitoring of identified students
6. Lesson plans

D. Timeline for implementation and completion including start and end dates

1. September 2103-June 2014
2. September 2103-June 2014
3. September 2103-June 2014
4. September 2103-June 2014
5. January – May 2014
6. September 2103-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Professional development during faculty conferences, teacher team meetings, Chancellor's PD days
2. Professional development during faculty conferences, teacher team meetings, Chancellor's PD days
3. Professional development during faculty conferences, teacher team meetings, Chancellor's PD days
4. During Teacher Team meetings
5. After school programs 21 teachers x 2 days a week x 2 hours per day x 14 weeks, 1 supervisor x 2days a week x 2 hours x 14 weeks
6. During instructional time

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
	PF ELT	X	PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI	PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them

Review Type:	QR	Year:	2012-13	Page Number:	6	HEDI Rating:	D
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

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

Annual Goal #4

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

Develop a positive collaborative classroom and school environment that communicates high expectations for all and promotes academic and personal behaviors that are integral to college and career readiness, as evidenced by a score of proficient on the 2013-14 QR.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Implementation of PBIS

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

- African dance
- Arts programs (during and after-school) Ø Steel Pan orchestra Ø Band Ø Arts residencies with Marquis Studios Ø Basketball Team Ø Track Team Ø Step Team Ø Boy Scouts Ø Service Learning Ø Collaboration with NYPD and the middle school students Special Assembly Performances · School Dances · Career Day
- VTS – The Visual Thinking Strategies program presented at the Brooklyn Museum and other NYC museums, is a 3 year program which includes staff trainings as well as classroom co-teaching. The goal is to develop critical thinking skills through the use of the visual arts and to help increase writing proficiency. Our belief is that this program will build classroom discussion, develop critical thinking skills, as well as improve writing skills across the content areas.

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

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

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

We are planning a parent forum in the spring, as well as ongoing workshops centered around topics including but not limited to common core, assessment and parental involvement.

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators, teachers, dean
2. Classroom teachers, after school teachers, CBO’s
3. Parent Coordinator, Administrators, Teachers, Parents

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Parent and student survey, QR
2. Parent and Student surveys
3. Attendance at Parent workshops

D. Timeline for implementation and completion including start and end dates

1. September 2013-June 2014
2. September 2013-June 2014
3. September 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Throughout the school day. Tax Levy funds to be used for student incentives.
2. After school, CASA grant from the city council. 2 sessions x 2 days per week , 10 weeks
3. PF Parent engagement funds. Materials for workshops 1 per month, Materials for Family Day, Materials and incentives for Career Day

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

X	PF AIS		PF CTE	X	PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

We want to continue to further strengthen the home/school partnership. Although the QR from 2012-2013, p.3 states: "Parental involvement has increased to more than 10% and parents expressed that the school's welcoming nature has encouraged more participation in school activities", results from the most recent NYC School Survey/Learning Environment Survey (LES) completed by parents show room for improvement in this area. LES, p.6., "How often have you been invited to an event at your child's school (workshop, program, performance, etc.): 27% of respondents answered "2 times or fewer."

Review Type:	QR	Year:	2012-2013	Page Number:	3	HEDI Rating:	D
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.

	6.2 Welcoming environment		6.3 Reciprocal communication
	6.4 Partnerships and responsibilities	X	6.5 Use of data and families

Annual Goal #5

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

By June 2014, parental involvement will increase as evidenced by 80%of parents who completed the Learning Environment Survey indicating they have been invited to at least 3 school events.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

- We will increase parental involvement by engaging them in the following:
 - Parent workshops
 - Parent Nutrition Program
 - Parent Fitness Group
 - Parent engagement forum
 - Family Movie night
 - Workshops
 - parent-teacher conferences,
 - Student performances
 - special assemblies
 - (honor roll, Spirit day, holiday)
 - School trips
- The following modes of communication will be employed:
 - School Monthly Calendar to keep parents informed of school

and community wide activities
 School website-www.ps161.org
 School Messaging System
 Mid-marking period progress report
 School Marquis
 School Notices
 Emails and texts (Through a PTA database)

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators, teachers, Parent Coordinator, Parents
2. Administrators, teachers, Parent Coordinator, Parents

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Results on the Learning Environment Survey, Attendance at PTA meetings, workshops, Parent-Teacher conferences
2. Results on the Learning Environment Survey, Attendance at PTA meetings, workshops, Parent-Teacher conferences

D. Timeline for implementation and completion including start and end dates

1. September 2013- June 2014
2. September 2013- June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Parent workshops during the day and evenings, student assemblies, PTA
2. School website using eChalk, Parent engagement funds to purchase the autodial system

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
X	PF Positive Behavioral Management Programs	PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<ul style="list-style-type: none"> • Read 180 • Imagine Learning • Rally- Understanding Complex Reading • Curriculum Associates- Ready 	<ul style="list-style-type: none"> • Small group • Independently on the computer • Tutoring • Small group • Small group 	<ul style="list-style-type: none"> • During the school day • During the school day • Extended day • Saturday School • After school
Mathematics	<ul style="list-style-type: none"> • Math Exemplars • Finish Line • Curriculum Associates- Ready 	<ul style="list-style-type: none"> • Tutoring • Small group • Small group 	<ul style="list-style-type: none"> • Extended day • After school • Saturday School
Science	<p>The Science specialty teachers have small group instruction during the Science period to support the Science instruction. Students document their work in their science note books. These students are provided with more hands-on instruction to scaffold their learning. Science is infused during the literacy block so that instruction can be more cohesive.</p>	<p>Students who need additional support are provided with small group instruction inside the classroom during the science instruction. This is done in small groups and in some cases one-to-one. Some teachers are using their professional periods to provided One-on-one or small group instruction to students.</p>	<p>Students who need additional support are provided with small group instruction inside the classroom during the science. This is done in small groups and in some cases one-to-one. Some teachers are using their professional periods to provided One-on-one or small group instruction to students</p>
Social Studies	<p>During the social studies period, teachers have small group instruction to target and support Social Studies content. Rand McNally websites are available for teachers to reinforce map skills. Social Studies will be</p>	<p>Students who need additional support are provided with small group instruction inside the classroom during the social studies or Literacy instruction. This is done in small groups and in some cases one-to-one. Some teachers are using their professional periods to</p>	<p>Students who need additional support are provided with small group instruction inside the classroom during the science. This is done in small groups and in some cases one-to-one. Some teachers are using their professional periods to provided</p>

	interwoven in other content areas and taught by classroom teachers during their professional periods	provided One-on-one or small group instruction to students.	One-on-one or small group instruction to students.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	In addition to mandated services, the guidance counselor and social worker will provide at-risk counseling to identified students.	<ul style="list-style-type: none"> • Small group • One to one 	During the school day

**Title I Information Page (TIP)
For School Receiving Title I Funding**

7. All elements of the *All Title I Schools* section must be completed*.
7. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
8. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

Recruitment

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

Retention, Assignments and Supports

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

. At the beginning of the school year, staff members were given professional development around the new DOE approved ELA and Math programs, as well as on Danielson's Frameworks. During grade planning teachers meet in teams by themselves or with administrators and/or with coach to plan these lessons for students. Teachers set personal goals around pedagogy and based on their needs, professional development would be planned for these staff members. As administrators conduct the cycles of observation and noticed trends for improvement, professional development sessions would be planned at the school level, by the network and by the DOE staff.

Curriculum materials will be reviewed monthly and based on data if need be, adjustment would be made to the curriculum. Grades 3- 5 teachers studied the item analysis from the last NYS tests and we have identified areas of need- standards that the school is doing poorly in both in Math and ELA. Professionals developments session will be planned with these critical areas in mind, so that teachers can developed the skills to roll out standard based instruction with our students.

We will be contracted CITE to provide professional development in areas of English Language learning for the staff. Teachers meet in teams on Thursday after school in teams to look at students work, set goals and developed strategies for students. The IEP coordinator and administrative staff also meet with paraprofessionals to discuss how they can support the teachers with delivering standards based instruction. Paraprofessionals are also part of the curriculum planning team.

Administrators attend workshops are the standards and curriculum material planned by network staff, CSA and the Leadership Academy.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet *the intent and purpose* programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

As a Title 1 School-wide Program School, Conceptual Consolidation will allow us to combine Federal and Local funds such as, Fair Student Funding, STH, Title 1 and Title 111 to implement action plan from September 2013 to June 2014.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

- 1) Form committee- Kindergarten teachers, IEP coordinator, Guidance counselor and the parent coordinator
 - 2) Develop a timeline for activities
 - 3) Beginning January, provide ongoing meetings for parents to discuss student readiness for kindergarten and how parents can help in the transition process; introduce kindergarten curriculum and standards to parents; provide families with home-learning activities and have a parent orientation in June, where parents will meet with kindergarten teachers. Kindergarten teachers will discuss curriculum content, expectation of students and parents and provide parents with a list of summer activities and list of school materials needed for Kindergarten students.
 - 4) Assess students, determine need and put plans in place for intervention if needed.
 - 5) Have kindergarten activities incorporated from pre-kindergarten.
 - 6) Have kindergarten support staff visit with pre-K students
 - 7) In the fall, have the parent coordinator serve as a bridge for family and as a resource to the kindergarten teachers.
- In the fall have 'meet the teacher' where new kindergarten parents can have an insight of expectation for the new school year.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Committee members comprised of 8 staff members reviewed and selected the assessments for the school year. This information was discussed with staff members at the September faculty conference. During the IPC with the administrators, assessments specific to individual staff member were discussed and the impact that these assessments would have on the teacher's evaluation. All staff members are mandated to have data binders and individual conferences are planned in December for staff. At these conferences, baseline data will be discussed and targets will be set for students. Assessments results will be continuously reviewed by administrators and staff and instruction and curriculum adjustment would be made so that the varied needs of all students would be met.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

Office of English Language Learners

Grades K-12 Language Allocation Policy

Submission Form

2013-14 to 2014-15 School Years

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 is a two-year plan on how schools will support Ells' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

B.

District 17	Borough Brooklyn	School Number 1
School Name The Crown School		

Language Allocation Policy Team Composition NOTE: The following

staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Michael Johnson	Assistant Principal Ms. Juanita B
Coach N/A	Coach N/A
ESL Teacher Ms. Yi Jun Han	Guidance Counselor Ms. O. McD
Teacher/Subject Area Ms. M. Pooser (ELA)	Parent Ms. Alisha Lawrence
Teacher/Subject Area Ms.T. Lee (Math)	Parent Coordinator Ms. Gloria A
Related Service Provider Ms. L. Boston	Other N/A
Network Leader(Only if working with the LAP team) type here	Other N/A

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers w/ area and ESL certification
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers w/ bilingual extension and
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special edu bilingual extensions

D. Student Demographics

Total number of students in school	542	Total number of ELLs	18	ELLs as share of total st
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(Excluding Pre-K)				(%)
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Part II: ELL Demographics

A. ELL Programs

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities
SIFE	5	ELLs receiving service 4-6 years	1	Long-Term (completed)

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 SWD. [i](#)

ELLs by Subgroups								
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term (completed)	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE
<input type="checkbox"/>								
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESL	17 <input type="checkbox"/>	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	17	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>								

C. Home Language Breakdown and ELL Programs

SELECT ONE ?????																
SELECT ONE ?????																
SELECT ONE ?????																
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12
	ELL	EP	ELL	EP	ELL	EP	ELL
SELECT ONE ?????							
SELECT ONE ?????							
SELECT ONE ?????							
TOTAL	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third lang
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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
Spanish		4			1	2					
Chinese											
Russian											
Bengali											
Urdu											
Arabic		2	3			1			2		
Haitian		1		1		1					
French											
Korean											
Punjabi											
Polish											
Albanian											
Other											
TOTAL	0	6	3	0	1	4	0	0	2	0	0

Part III: Assessment Analysis

NYS ELA

Grade	Level 1	Level 2	Level 3
3	1		
4	3		
5			
6			
7	2		
8			
NYSAA Bilingual (SWD)			

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4
	English	NL	English	NL	English	NL	English
3	1						
4	3						
5							
6							
7	2						
8							
NYSAA Bilingual (SWD)							

NYS Science

Grade	Level 1		Level 2		Level 3		Level 4
	English	NL	English	NL	English	NL	English
4	3						

8						
NYSAA Bilingual (SWD)						

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

NYSAA Science			
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Native Language Tests						
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual language) (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
ELE (Spanish Reading Test)						
Chinese Reading Test						

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., ECLS, DRA, TCRWP). What insights do the data provide about your ELLs? How will this information inform your instructional plan? Please provide any quantitative data available to support your response.

ELLs are provided with various formal and informal assessments. Our school uses ECLAS-2, DRA, TCRWP to assess the early literacy skills of our ELLs' Assessment. It is carried out in a variety of ways including conferencing with the student, articulation with ELLs' teachers, interim assessment testing, initial assessment, and administration. All ELLs, other than those here for less than a year, are now required to take the ELLs' Assessment and other content area state mandated exams: Math, Science, and Social Studies. The data provides information on proficiency levels. Most of the ELLs are beginners. Some of them are intermediate level. Only assessment information helps inform our school's instructional plan. Teachers modify their teaching plans to meet the needs of the school instructional plan that helps ELLs to develop word reading and spelling skills in context. We provide additional instructions to help ELLs to promote their phonemic awareness and develop phonic skills. Our school's literacy program is offered specifically to ELLs. With team teaching support the ELLs become more literate and their proficiency levels are improved.

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

There are LABR tests for new admits in our school. All of 8 new admits are beginners who completed the NYSESLAT test in 2013 in our school. We have 4 beginners, 5 intermediate level ELLs and 4 advanced level ELLs. Proficiency results provide information that the data patterns prove that after learning English for a year, ELLs have improved English language proficiency level to intermediate and advanced levels. The information about ELLs' weakness and strengths in English language proficiency is revealed by the data patterns on proficiency levels on the LAB-R and NYSESLAT.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect school use information about Annual Measurable Achievement Objectives? What does the data reveal?

The state did not release the spring 2013 NYSESLAT scores in combined modalities.

4. For each program, answer the following:

a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in language?

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

c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. The patterns across proficiency and grades are the following: speaking and Listening are good, but reading and writing are poor. The conversational proficiency is better than the academic proficiency. Most of ELLs in our school are in grades 1-5, but they can not read or write their native languages. So ELLs are faring in tests in English as compared to their native language.

b. The school leadership and teachers are using the results of the ELL Periodic Assessment by providing differentiated instruction throughout the school day. We provide the beginners with developing foundational skills. We provide the intermediate learners with developing academic proficiency skills. Within the school day, ELLs get ELL services in small groups.

c. The school learning about ELLs from the Periodic Assessment is that limited-formal school learners appear to have conversational proficiency but lack academic proficiency. There is a need for further development in both the native language and English through experiences that develop language skills. The native language is used in evaluating prior schooling and native language proficiency as well as in providing instruction. It may be a challenge for our school to find ways to evaluate ESLs' literacy skills in their native language because native language literacy and content knowledge are strong predictors of academic success.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (see [RtI Guide for Teachers of ELLs](#).)

RtI is an instructional model that aims at prevention and early intervention through a tiered system of instruction. It has a significant promise for better serving ELLs who are at-risk for academic difficulties. We use Strong Core Instruction as the instruction focus on promoting language and literacy development. In our school, only once a rigorous, individualized, place-one that targets the student population's needs on a daily basis as part of a long-term plan, we begin to provide truly supplemental and supportive instruction. We use instructional strategies that support differentiated instruction for literacy development. We assess and evaluate some ELLs for special education - Tiers 2 and 3. The ELL data management system that includes information about the student's strengths as well as areas needs.

Data

A data management system has been established in the school building that houses ELLs' performance data.

determine the effectiveness of RtI by examining the following kinds of data over time: A. Number of ELLs per year B. number of ELLs receiving Tier 2 & Tier 3 interventions by grade by year C. number of ELLs per year D. Movement of ELLs across tiers over time. ELLs level efficacy data are used to make improvement process. RtI is principally featured or embedded within my school's improvement plan. My school has a plan for the RtI process over the next 3-5 years. A specific RtI model has been adopted in my school which specifies interventions at each tier, screening, and progress-monitoring. My building has a detailed plan for evaluation and implementation. The plan includes who will be conducting the evaluation and what types data need to be collected.

Tiered Intervention

Tier 1 – Instruction in ELLs Classroom

The ELL reading program addresses the 5 pillars of reading : Phonemic awareness, decoding/phonics, fluency, and comprehension. The ELL reading program is aligned to NYS ELA standards and grade level, meets research-based instruction that is systematic and explicit. The reading is established and routinely implemented. Tier 1 instruction based on the abilities and needs of ELLs in our school. The ELL reading instruction is provided for 30 minutes block per day.

Tier 2 – Instruction in ELLs Classroom

A menu of research-based instruction interventions is available in the school for the purposes of making supplemental instructional time (At least 20-30 minutes per session, 3-4 times per week) is offered in a small group ELL reading instruction. Checks for fidelity of implementation of intervention are conducted on a regular basis. Assessments are used to evaluate whether the ELLs is responding the intervention in this tier. Intervention is provided at a level that is specified by program. Interventions provided at Tier 2 are research-based and implemented by staff knowledgeable about the ELLs' needs and trained in the needed area of instruction. Interventions are made in small interventions are delivered in small group formats (no more than 5 or 6 ELLs per group); groups are homogeneous and provided as soon as ELLs at-risk status is determined. ELL instruction in Tier 2 is consistent with core instructional strategies.

Tier 3 – Instruction in ELLs Classroom

Additional or supplemental instructional time (at least 60 minutes per session, 5 times per week) is provided in reading instruction. Interventions are matched to ELLs' needs. Intervention is delivered in small group (1:1 or 2:2). Checks for fidelity of implementation of intervention are conducted on a regular basis. Data from assessments are used to evaluate whether the ELLs is responding to intervention delivered in this tier. Interventions are provided at a level that is specified by program. Interventions provided at Tier 3 are researched-bases and implemented by staff knowledgeable about the ELLs' needs and trained in the needed area of instruction.

6. How do you make sure that a child's second language development is considered in instructional content?
In our school, English is our ESLs' second language. The ESL program offered at our school is aligned with literacy instruction builds on and expands ELLs' existing oral language competencies to support literacy. We help our ELLs acquire the academic writing skills they need in the content area. Quality writing instruction is sustained and extended, so that it is continually linked to oral language and reading instruction. We develop a context. We design phonemic awareness and phonics instructions for ELLs to promote ELLs' phonemic awareness. We provide instruction that enhances ESLs' reading comprehension through building background knowledge and interacting socially to make meaning.

ELLs' home and community literacy practices and funds knowledge are valued as recourses for literacy.

of what literacy-related skills and experiences ELLs have in their home language allows the ELLs' teacher to assess their needs, promote metalinguistic awareness, and encourage this type of language and knowledge bootstrap.

There are five stages of second language acquisition:

Stage 1 Preproduction: No English is spoken. Stage 2 Early production: ELLs speak one or two words and simple phrases or short sentences. Stage 3 Intermediate Fluency: ELLs speak long sentences to express thoughts and feelings. ELLs can use appropriate vocabulary, expressions, language, routines, and interaction styles for various situations. Stages 1, 2, and 3 need to master Foundational Skills to approach and meet standards in listening, speaking, reading, and writing. Stages 4 and 5 need to master Foundational Skills to approach and meet standards in listening, speaking, reading, and writing. Stages 1, 2, and 3 need to master Foundational Skills to approach and meet standards in listening, speaking, reading, and writing. Stages 4 and 5 need to master Foundational Skills to approach and meet standards in listening, speaking, reading, and writing.

The ELLs' teacher will use different strategies to teach ELLs Foundational Skills:

Print concepts: In order to help ELLs demonstrate and understand the basic features of print the ELLs' teacher uses a variety of reading and writing activities.

Phonological awareness: In order to help ELLs demonstrate understanding of spoken words, syllables, and sounds, syllables, and rhymes through oral and tactile activities.

Phonics and Word Recognition: In order to help ELLs apply Grade-Level phonics and word analysis skills the ELLs' teacher teaches ELLs to identify what words make sense in context as well as carefully focus on and learn to spell words.

Fluency: In order to help ELLs to read Grade-level texts with accuracy and sufficient fluency to support comprehension the ELLs' teacher provides frequent opportunities to practice what they see and hear by rereading aloud passages both individually and in groups.

ELLs who are on the stages of language acquisition-intermediate fluency and advanced fluency need explicit instruction in information related to academic content area, presenting information clearly in oral and graphic forms, and using standard American English. Also, they need to exceed standards in listening, speaking, reading, and writing in English.

The ELLs' teacher uses guided reading, closed reading and shared reading supports for vocabulary development and reading comprehension. The ELLs' teacher uses explicitly combining language and content objectives in order to meet high academic standards in language Arts. The ELLs' teacher scaffolds the teaching and learning experience by using a variety of strategies. The ELLs' teacher facilitates the learning with carefully designed activities to help ELLs build higher levels of language proficiency. The ELLs' teacher uses input and modeling to provide instruction, uses interactive questioning and discussion techniques to provide opportunities for ELLs to learn self-reliance and develop independence by having ELLs practice using language. The ELLs' teacher encourages ELLs to use graphic forms to establish categories of a subject or a topic. Ensures that ELLs understand a particular concept and distinguish it from other concepts, and providing a multiple approach process for learning concepts in content area learning.

8. Describe how you evaluate the success of your program for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of ELL program for ELLs is that ELLs both conversational proficiency and academic English language academic program, ELLs need to gain knowledge and experience in areas that are like English. In order to succeed in ELL program, using versions of the language experience approach, we begin with a literature-based curriculum, we use the power of language to heighten awareness and fully engage the mind. The writing connection can be more fully realized. Motivation and guidance are provided through a workshop. ELLs can take full advantage of the classroom community they and the teacher have established.

Evaluating the Success in ELL Program for ELLs

1. Reading

ELLs are actively engaged with complex texts to build knowledge across the curriculum. ELLs can

informational texts. ELLs need to know not only the grammatical features of a text and its vocabulary but also the multiple levels of meaning embedded in a text, the explicitness with which the author's purpose is stated, and the extent to which the text employs figurative language. ELLs face challenges while trying to comprehend. ELL readers draw on a literacy skills in their first language, reading comprehension strategies, background knowledge, reading, and interest and motivation.

ELLs are meaningfully engaged in reading personal essays, speeches, opinion pieces, biographies, non-fiction, and with comprehensible input to stories, literature, drama, poetry, etc. ELLs develop vocabulary lists pertaining to their reading. ELLs are able to understand text by using pre-reading, during reading, and after reading strategies. ELLs are able to answer questions, declare, and predict. ELLs are able to develop habits for making arguments and presentations in speaking, as well as in writing.

2. Writing

ELLs are able to write in order to persuade, explain, and convey experience. The beginners are able to write with success in

the ELL Program for ELLs in writing by writing arguments to support claims in an analysis of substantive topics and issues with relevant and sufficient evidence, writing informative/explanatory texts to examine and convey complex ideas and issues accurately through the effective selection, organization, and analysis of content, writing narratives to describe events using effective technique, well-chosen details, and well-structured event sequences, producing clear and coherent development, organization, and style are appropriate to task, purpose, and audience. They are able to demonstrate the planning, revising, editing, rewriting, or trying a new approach. They are able to use technology, including digital writing and to interact and collaborate with others. They are able to conduct short as well as more sustained research projects, questions, demonstrating understanding of the subject under investigation. They are able to gather relevant information from digital sources, assess the credibility and accuracy of each source, and integrate the information while analyzing the evidence from literary or informational texts to support analysis, reflection, and research. (Begin in Grade 6)

3. Speaking and Listening

ELLs are able to listen critically and participate actively in cooperative tasks. ELLs are required to be able to express their own

ideas, and confirm their understanding through informal, collaborative group interactions as well as formal presentations. They are able to obtain information from oral, visual, quantitative, and media sources for different audiences, tasks, purposes, and contexts. They are able to explain how it contributes to target topics, texts, and issues, and present claims and findings by sequencing relevant descriptions, facts, and details to accentuate main ideas or themes.

7. 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?

N/A

Part IV: 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 ELLs. These steps must include administering the informal oral interview in English and in the native language, and the formal initial assessment. Identify the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment.

Upon registration the parents complete the HLIS forms with administering the HLIS which includes identifying the student's home language, and determining eligibility for LAB-R testing, done only once during the student's school year is based on the results of the initial screening. For the remainder of the school year, the same process and criteria are used. ELLs in our school are annually evaluated using the NYSESLAT. Those who test out are deemed P(Proficient).

1a.

We administer the HLIS and conduct an oral interview with both students and parents to determine the student's home language. The interview along with the HLIS are completed with parents using the parents' native language. In the Translation Unit. One of the pedagogues trained in the intake process determines the students' home language. If the student's home language is determined to be a language other than English, the student is LAB-Red by a parent and is entitled for ESL/bilingual services. Entitled Spanish speaking students are also administered the Spanish orientation. The entire process is completed within the first 10 days of student enrolment. All entitled students are enrolled in the Translation Unit.

1b.

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

2. What structures are in place at your school to ensure that parents understand all three program choices? Describe the process, outreach plan, and timelines.

disabilities who, according to their IEP. In general, students with disabilities must be provided with the accommodations for these tests. The person responsible for administering the NYSESLAT must have special training in administering the test before its administration. ESLs are told about that the test is designed to show how well they can listen and understand English in such a way as to increase the students' interest in the test and at the same time not cause to become overwhelmed by the test and the procedures they should follow in recording their answer. Parents / guardians are notified of the prohibition all phones and other devices during testing. They encourage their students to follow the directions. The administrators should prepare the answer sheets and the testing room before the days that the NYSESLAT is administered. The administrators must provide the directions to students. The administrators plan to administer the test initially given. All of the student responses to the constructed questions are to be reviewed by committees of teachers.

Steps taken to ensure all ELLs receive the NYSESLAT annually

We will administer the NYSESLAT to all ELLs in our school regardless of physical location of the student. The student's proficiency is attained as reflected in the score on NYSESLAT. The ESL teacher Yi Jun Han who will be responsible for the manual. The school will schedule an orientation session to allow the test administrator with training in the administration of the test to be administered, we will prepare answer sheets for each student taking the test. We will prepare the test for students absent when the test is initially given.

Orientation of ELLs

We will inform the ELLs about the NYSESLAT a few days before its administration. We will tell them about the test, write, and speak the English language. We will make announcement in such a way to increase the ELLs' interest in the test. We will explain the general types of questions they should expect to see on the test and the procedures they should follow.

Notification of Parents

We will inform the parents /guardians of the dates of the testing and the purpose of the test. We will inform the children are well rested on the dates of testing. We inform them that the NYSESLAT parents' Guide can be found at <http://www.p12.nysed.gov/osa/nyseslat>.

Names and Titles of Pedagogues

The certified ELL teacher Yi Jun Han will administer the NYSESLAT. ATS reports will be used to monitor the progress of the students.

Procedures for ensuring four components of NYSESLAT

The speaking subtest must be administered to our ELLs individually at a location that is separated from the other students and Writing subtests must be administered to groups of ELLs. The make-up test dates are any dates that are available. The accommodations should be provided the testing accommodations specified in their IEP or Section 504 Accommodation Plan. The accommodations authorized by the IEP or 504 Plan, with two exceptions: The Reading subtest may not be administered with assistance with or have their responses corrected for spelling, grammar, paragraphing, or punctuation. The accommodations are for ELLs in Grades 3 and above.

6. 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 (e.g., 90% of parents have chosen ESL services.) Are the program models offered at your school aligned with parent requests? If no, why not? Describe specific steps underway. 

The trend in program choices that parents have requested is that 90% of parents have chosen ESL services.

new language -English along with support of ESL service which they feel helps their children learn English bilingual and/or Dual language . Parents who are native speakers of other language predominantly select requests. The few parents who request programs not available at our school are offered transfer proportionally.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learners: Common Features of Successful Programs for ELLs](#))

a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaboration)?

b. What are the program models (e.g., block [class travels together as a group], ungraded [all students in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

a. The organizational model is that our school provides ELL service to our ELLs through pull-out and push-in.

b. The program model is Ungraded (All students regardless of grade are in classes).

c. The ELLs are grouped homogeneously or heterogeneously as the situation demands.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is met 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 the state mandate?

a. The instruction and distribution of time is in accordance with part 154. Our B (Beginning) and I (Intermediate) level students receive 360 minutes of ESL per week. Our A (Advanced) level students receive 180 minutes of ESL per week. On Development Day there is workshop for our staff in which ESL instructional minutes delivered in ESL program.

3. Describe how the content areas are delivered in each program model. Please specify language, content, and methods used to make content comprehensible to foster language development and meet the demands of the standards.

a. Content Areas Instruction

ELLs require the lesson plans explicitly state content learning objectives and language objectives. ELLs are taught through an integrated approach so that learning is focused on achievement. **Content learning objectives** are defined as objectives within the discipline. These are typically characterized by fact, concepts, and/or skills. They are generated from the standards. A content objective is a description of an observable student behavior or performance that is used to make a judgment about student learning. A content objective states explicitly what students know and/or will be to do at the end of the lesson. The ELL teacher designs language objectives from the CCSS. **Language learning objectives** are lesson objectives that specifically designed to promote language development through all four domains: reading , writing, speaking and listening. The ESL teacher designs language objectives and effectively consider the level of English proficiency of the ELLs (i.e., beginner, intermediate or advanced). Language objectives that language skill development is developed from CCSS and executed with appropriate second language instruction in reading, writing, listening and speaking. Language objectives must explicitly focus on vocabulary, language forms and structures, as well as literacy skills.

The ELL teacher plans for the development of both social and academic language skills. The ELL teacher is informed about current scientifically based research in the fields of ELL and Cognitive Theory. The ELL teacher plans instruction for students who have the English language deficiency, or low academic proficiency. The ELL teacher differentiates instruction based on prior knowledge and their needs. The ELL teacher develops English language and cognitive skills through

area instructions are designed to mediate the ELLs' learning of various proficiency classifications: new intermediate and advanced proficiency levels.

The ELL teacher's lesson plans are aligned to meet NYC and NYS ELL Standards which there is difference in each school. Ongoing assessment strategies are used to determine movement towards NYC and NYS content standards. Instruction is explicit, direct and systematic, emphasizing construction of meaning, problem-solving, critical thinking and content area.

b. Alignment of the ELL standards with the ELA standards

English language instruction is aligned to ELL standards and ELA standards. The ELL teacher scaffolds student participation in content area learning. The ELL teacher uses visual and/or manipulative to promote ELL understanding of content. The ELL teacher models the use of the English language in ways in which the ELLs are expected to use it. The ELL teacher uses the cultures of the ELLs to connect prior knowledge with new language. Teaching resources, visual, and digital resources designed for the ELLs' English language and academic language proficiency standards are taught within the content of lessons.

c. Methods and ELA standards Strategies

The ESL teacher speaks slower, models language and questions they ask themselves as they read aloud. They answer questions and how to find needed information, become aware of cultural differences, gain experience with ELL standards, promote social interaction among all ELLs. The strategies employed by ELL teacher include Quality Teaching for ELLs) which focus on scaffolding. This strategy covers a wide range of techniques including contextualizing, schema building, text representation, and metacognitive development. These strategies include phonics awareness, and independent reading and writing.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year? We ensure that ELLs are appropriately evaluated in their native language by LAB Spanish test. The Spanish entrants who speak Spanish as their first language, and became entitled to ELL services via the LAB-R; and science state exams in translated versions.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition? One way to manage such language assessment and make evaluation an integral part of the classroom is to gather ELLs' work, performance checklists, and other data. Portfolios are individual collections of representative work over time. Portfolios may contain exemplary pieces of work and work in progress. Portfolios may also contain self evaluations. They may contain performance checklists in all skill areas, preparation notes for writing, brainstorming devices, and the like), materials that the student has read , summaries, illustrations, conferences, and various kinds, reading logs, performance logs, error analyses, oral production samples, journal entries, and observations, student learning journals, questionnaires, videotaped performances, and so forth. Portfolios serve the same three purposes of testing: placement, replacement, assuming that the students have already been placed, and measuring achievement. As assessment instruments, portfolios can be instructive as well as evaluative, and can be shared with administrators, and parents to see the progress that has been made over time.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)
- c. Describe your plan for ELLs receiving service 4 to 6 years.

- d. Describe your plan for long-term ELLs (completed 6 + years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficiency).

a. Instructional plan for SIFE

The ELL teacher provides SIFE ELLs with the literacy skills and concept development they have in their native language and academic English to survive in our school. The ELL teacher must help them build self-confidence and proficiency in their language. The ELL teacher enriches the linguistic context for SIFE ELLs by using pictures, gestures, and other cues. The ELL teacher enriches the context by drawing on students' interests and background knowledge. The ELL teacher uses various techniques to make the English instruction comprehensible, including hands-on activities, visuals and realia.

- 1) Manipulative, miniature objects, regalia.
- 2) Visual (photos, pictures and drawings)
- 3) Facial expression and pantomime
- 4) Clear expression and articulation
- 5) Short, simple sentences
- 6) Eye contact with students
- 7) High-frequency vocabulary
- 8) More description through synonyms
- 9) Prior content introduction (preview)
- 10) Reduction of idiomatic expressions

In order to accelerate the content-area learning for ELLs who have had an interruption in formal education, the ELL teacher meets with them time in the morning. In order to enhance literacy development for our SIFE students, ELL strategies and techniques are utilized, so that their academic performance improves. The ELL teacher applies stage of language acquisition and focuses on phonics awareness, word families, word and sentence building and integrated area teaching and learning. The ELL teacher designs teaching plans and makes curricular adaptations to teach SIFE students. The ELL teacher focuses on word recognition, reading comprehension, oral expression, daily writing and integrated content area learning to transfer on to other content areas.

b. Describe your plan for ELLs who have been in our schools less than three years

The ELL teacher uses scaffolding strategies and Balanced Literacy Reading strategies to develop ELA skills. The ELL teacher meets with math teachers and literacy teachers on a regular basis to review ELLs' work as well as to plan instruction. The ELL teacher designs learning activities that actively engage ELLs in ELL learning activities. The ELLs are required to write on daily basis across all subjects, using a variety of written forms including stories, journals, brief reports, picture descriptions, charts and other graphs for math, social studies, and science.

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

ELA and ELL teachers collaborate on lesson-planning and instruction that are designed to amplify ELLs' learning. Instruction focuses on strategies, identifying text structures, content-area vocabulary, literary elements, and text-taking strategies. Instruction also focuses on the writing process in different genres, as well as the mechanics of writing and editing. The importance and effectiveness of instruction through technology, the advanced ELLs are enrolled in a math program that is supplemented by classroom instruction in ELA. The math instruction is delivered by a math teacher during math time. ELLs acquire knowledge and reinforcement of math skills. Instruction is clear and explicit. Demonstration is employed through the use of the blackboard, charts, overhead project, computer and manipulative. The ELL teacher uses the math program as well, to prepare ELLs who are now required to take the standardized NYS Math exams.

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

There are no long-term ELLs in our school. If there are long-term ELLs, the ELLs are required to participate in the mandated ELL and content learning standards and the core curriculum. The long-term ELLs must participate in both ELL standards and ELA standards. The long-term ELLs participate in the Balanced Literacy program, which is focused on developing their English language skills and reading comprehension. Teachers work collaboratively to identify and ascertain the English language and cognitive demands of tasks aligned to NYC and NYS standards so that they can support their learning through measurable products development, demonstrations, and exhibits.

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient)

The ELL teacher modifies ELL lesson plans and make curricular adaptations to teach those ELLs who are former ELLs. The ELL teacher provides direct instruction on the concept, provides teacher-direction, offers manipulative (flashcards, out of sequence sentence strips), provides direct instruction on speech, figurative language, quotes, and evidence in text), provides definitions/vocabulary/word bank, provides direct instruction on the expected (persuasive essay, memoir, comparison/contrast essay, a critical lens essay, a book review, an informational text) with questions, provides sentences starters to help structure their writing, and providing cloze passages (

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both promote and accelerate English language development?

Our teachers engage ELL-SWDs in content learning activities to develop academic concepts. We draw on their culture, and their languages. Our teachers use scaffolding strategies to provide content instruction to ELL-SWDs. Ready GEN, GOMATH, Science, and Social Studies are interrelated. Vocabulary is repeated naturally across all subject studies. In the areas of the curriculum, the focus of planning and programming is often on the subject content. Teaching materials according to ELL-SWDs' levels. We often consider how to select and focus on English language developing ELL-SWDs' language proficiency and academic achievements. We deal with universal topics that are relevant to all students. Lessons and activities can be adjusted to different levels of English language proficiency. The materials used include area text books , informational texts, magazines, and newspapers.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL students to attain English proficiency within the least restrictive environment?

a. We implement the Pull-out and Push in models. The ELL teacher uses Pull-out model and brings the ELL students from various class for English acquisition focused instruction. The ELL teacher works with classroom education teachers to ensure curricular alignment.

b. The ELL teacher uses Push-in testing during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time.

c. In order to serve our ELL-SWDs the ELL teacher uses differentiated teaching strategies and ELL methods to provide direct instruction in English. The ELL teacher assists our ELL-SWDs to achieve the state designated level of English language proficiency. This helps these students meet or exceed the common Core Standards.

d. Our school uses constructs of effective instructions: challenge, enrolment, success, scaffolding/feedback, direct instruction, language acquisition/sheltered English, and respect for cultural diversity.

e. Our school challenges students academically, challenge them to think, learn, and engage intellectually. We provide direct instruction, skills, promote both high-level thinking and appropriate drill and practice, and Provide complementary

Our school achieves continuity in curriculum and instruction as students move from primary to middle to high school. The school builds upon and makes explicit the connections between students' life experiences and academic curriculum to be learned (including literacy, language, and content). The school uses extended time, afternoon program, and Saturday program to meet the diverse needs of ELL-SWDs.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language. 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
Native Language Arts:		
Social Studies:		
Math:		
Science:		

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

	Beginning	Intermediate
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154		

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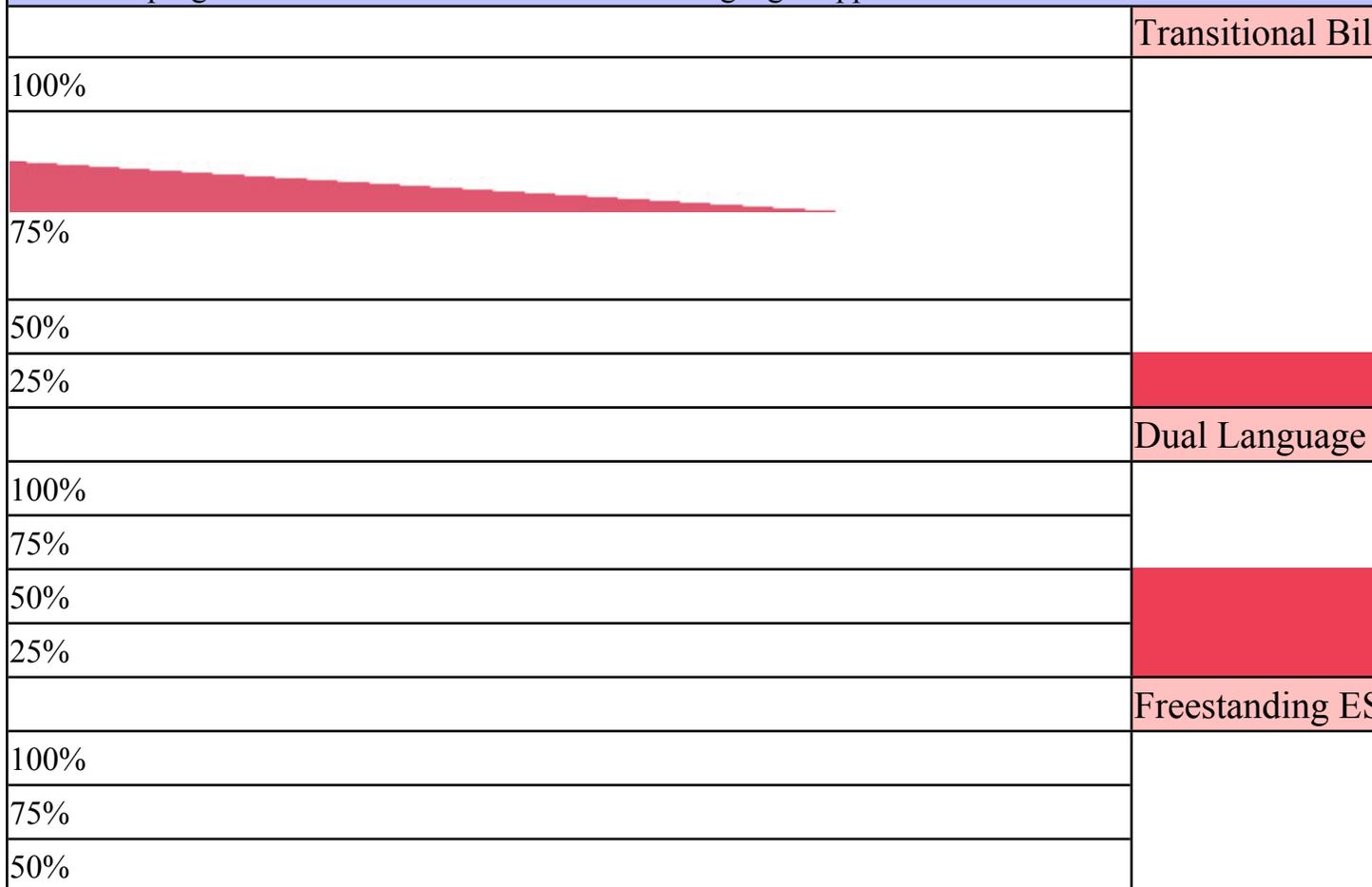
For TBE /DL programs: Native Language Arts	45 minutes per day	45 minutes per day
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154		
For TBE /DL programs: Native Language Arts	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.



25%	

TBE and dual language programs have both native language arts and subject areas taught in native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify the range of intervention services offered in your school for the above areas as well as the language(s) in which the intervention is provided).

1) We have Pull-out intervention program to provide individualized instruction in developing the four language skills. A key to success is to engage ELLs in content area learning activities to develop academic concepts. The ELL teacher uses various techniques as a way of developing second language, content, cognitive and study skills. We do our targeted interventions across the curriculum by identifying the functions of language such as classifying, comparing, criticizing, explaining, evaluating, hypothesizing, identifying, inferring, predicting, refusing, reporting, sequencing, summarizing, etc.

2) To identify language functions currently being used in ELL program the ELL teacher tries matching the language functions in the ELL program with the relevant language functions. Our school checks that the ESL teacher is using a variety of language functions in the ELL program will help ensure that the ELL teacher gives the ELLs opportunities to hear and use it.

3) Our ELLs who exhibit inadequate growth on reading and writing receive 40 minutes at extended time for reading and writing interventions focused on helping them achieve grade-level proficiency in each essential skill (e.g., phonics, spelling words, and sentences). At their reading time ELLs receive individual help in reading. In Language Arts classes our cluster teachers help ELLs develop both language and academic skills by the language arts. We provide accommodations for NYS tests.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs for language development.

The ELL teacher delivers content knowledge in a way that both language and academic proficiency are developed. Academic content is taught to ELLs by using techniques such as speaking slower, using visual aids and realia, and using idioms to ensure they are meeting NYS and NYC Standards. The ELL teacher encourages reading and content knowledge. Many books or other written material are read over time so that ELLs' speaking fluency, language acquisition, content knowledge, and specific content knowledge are increased. Also, understanding of concepts is developed.

- Providing a wide variety of reading materials based on Common Core Standards.
- Providing adequate time of sustained reading with no other obligations, including writing and sharing.
- Allowing ELLs self-selecting of reading materials by interesting level.
- Providing opportunities to pursue a favorite author, genre, or area of interest.
- Allowing ELLs to take books and materials home for reading.

The ELL teacher will provide opportunities for retelling stories to improve writing. Writing for other purposes, such as helping form a sense of a community of learners, and introduces as having a purpose and benefit for others, notes to relatives, and post cards home to describe accomplishments. We use color coding for multiple choice, sticky notes, and highlighting favorite parts of a writing buddy's first draft. We create class journal that is read every day or week. We set up e-mail pen and e-mailing parents and students.

11. What new programs or improvements will be considered for the upcoming school year?

There is Title III Program. The ELL teacher will analyze the data and provide opportunities for improving ELLs. For the upcoming school year ELLs will write a variety of topics for improving reading and writing effective writing techniques with guidance of the ELL teacher and classroom teachers. Writing topics are reviewed as a collaborative, social process. ELLs will assist one another in composing texts. Grammar and ELLs' communication. Feedback will be given throughout the writing process.

Teachers assist ELLs achieve higher skill levels, using explicit structures on how to engage in persuasive writing. Teachers help ELLs develop skills through written arguments that respond to the ideas, facts, and arguments and read. Teachers explicitly and constantly use the language of math, science, and social studies to help with academic language development.

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

NA

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental programs in the building.

The ELLs are offered equal access to all school programs including extended day. ELLs participate in the Academic Program (Title III Program), and in extended time program. Parents of ELLs are informed of these programs our teachers help Grades 4-5 ELLs at every level of language proficiency to engage in writing speeches, opinion pieces, biographies, memoirs, etc. Teachers help them engage and respond with compelling drama, poetry etc. Teachers help ELLs in all Grades understand text by using pre-reading, during reading, and help ELLs to guide group discussions using four strategies: summarizing, question generating, clarifying, and comprehension of a text, teachers ensure that classroom experiences stay deeply connected to the text and arguments as evidenced through the text in speaking as well as in writing.

14. What instructional materials, including technology, are used to support ELLs (include content area materials and subgroups if necessary)?

There is library in ELL classroom. The school provides ELLs with Ready Gen and Math Go textbooks and materials and special resources that are needed (Phonics ABCD, Connecting Vocabulary ABCD, Compelling Just Right ABCDE and Math practice books). The ELLs use technical, digital proficiency including electronic portfolio and learning log, research on the internet use programs in computer and the continuous learning.

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

In the ELL classroom the ELL teacher adds ELLs native languages and cultures to the school curriculum. ELLs become involved in the school, using transformative models of teaching, and adopting types of assessment. The ELL teacher finds out about the schooling of parents and siblings to determine the kinds of support ELLs need. The ELL teacher allows ELLs to read their native languages. Reading in native Language develops the academic skills and reinforces English acquisition. An important strategy for drawing on ESLs' native languages and teaching is Preview/View/Review. Key concepts are introduced by the ELL teacher or parents in the students' native language given opportunities to work with those concepts in English (view). The ELL teacher uses a number of strategies for instruction comprehensible, including hands-on activities, visuals, and realia. Finally, ELLs are allowed to use their native language to clarify, summarize, and ask questions (review). The ELLs will actively participate in cultural activities. Activities will be conducted to build knowledge about cultural awareness and help ELLs gain a better understanding of their own and other cultures.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Upgraders use Word Processors. Writing on a word processing is challenging to the ELLs. ELLs are if the programs are designed with them in mind. Computer network can provide an important means for English. Their electronic discussions allow them to initiate and extend their discussions about whatever doing as a result of assigned work. Lower Graders use computer games that can present simulations that they can require interaction with others involved in the game. Computer games are currently available in program introduces ELLs to the concept number lines, number pairs, and graph plotting. Computer game memory games, teasers with missing numbers, and many more. They watch videos show real people in that enable the ELLs to have input. Another use of interactive video is to teach the listening skills necessary. Videodisk can also be used as a dictionary.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of activities for new ELLs who enroll throughout the school year.

When the child arrives...the first few days teachers take the time to show the child around the school places like the toilets and library are. Teachers establish a buddy system and use an interpreter or another knows and understands regular classroom routines. Teachers teach some basic survival language. Teachers arrival has. We allow the new arrival the right to remain silent.

Providing support in the classroom

At times let pairs of children develop and teach mini lessons to the new arrival. We create opportunities in classroom situations, which do not require language. We involve the new arrival in lots of opportunities peers in a small group, use picture talks, provide activities which use skills that require understanding reading or writing, provide a variety of activities where the child can work with others in less structured situations, excursions in which the new arrival has taken part, using drawings, photographs, objects collected or taped. The child begins by writing briefly about anything he or she wishes and the teacher writes the response, whether in forms of any words or structures, which have been used incorrectly. The child responds in return.

Building on literacy skills

We allow the child to write in the first language, encourage the new arrival to continue to read regularly. We provide a bilingual dictionary or encourage the child to obtain one.

Getting settled

We allow the child many opportunities to do what he or she is best at. We place the activities during which the child becomes exhausted. We set up situations where the new arrival is expert. We praise all success and share. We give the new arrival opportunities to hear and practice social language, such as asking for something, saying thank you and expressing disagreement politely. We make the child feel a useful member of the class.

Activities

We give instructions clearly and precisely, use open-ended questions so that the child is able to respond. We use aids such as diagrams, maps, videos, pictures or mime to help make meaning clear. We try to get information across by presenting it. We provide activities where the language is predictable or repetitive. We include some activities that use language.

As far as possible design activities, which either use known language patterns to teach new vocabulary, or

language patterns. We use activities, which involve real communication and use whole class activities whenever he or she feels able. In the early stages choose books and print materials not only in terms of their language but also their cultural content.

18. What language electives are offered to ELLs?

English is offered to ESLs.

19. For schools with dual language programs:

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

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

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

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

e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught simultaneously?

NA

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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

4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The Professional Development Program will be a high quality and research-based program for our staff outlined in the school's comprehensive education plan. Professional development will engage all teachers in a variety of high quality professional development activities, which will include studying engaging ELLs with the CCSS standards, ELL scaffolding strategies, and content area teaching strategies that are aligned with the CCSS and ELL standards. Our

participating faculty will acquire ELL methodologies and scaffolding strategies for improving instruction and promoting both language and academic proficiency for ELLs. They will be trained to gain ability to engage in performance-based assessment that provides qualitative data. They will be provided opportunity to collaboratively participate in small groups regularly, which allow for action research and sustain ability of effective teacher practice. Our professional development activities accountability will be evidenced by: agendas, training materials, focus groups, surveys, questionnaires, workshop evaluation-self assessment forms, attendance sheet, and journal writing.

2. This year NYC DOE ELL Workshops are offered for ELL teachers for 15 days. The ESL teacher in our school is required to participate in all these 15 day-workshops. The main topic is about Common Core for the Not-So-Common Learner that supports ELLs as they engage in the Common Core Learning Standards.

3. The guidance Counselor in our school provides intervisitation opportunity for other school. Our bilingual Guidance Counselor provides individual counseling session. The ELLs have a chance to participate in individual tutorial session during and after school hours. The school professional development program will provide staff with skills in both content and pedagogy and by providing instruction on hands-on techniques and standards based content. It will provide interdisciplinary approach with literary skills, math skills, science and social studies skills, as well as the arts and activities that are easily integrated in the classroom. All staff will learn through experimenting, recreating our built, and natural environment in order to assist our ELLs as they transition from elementary to middle school.

4. Our professional development plans for 2013-2014 school years are designed to promote high levels of academic achievement while integrating second language acquisition. The 7.5 hours and 10 hours ELL mandated professional development would be fulfilled for all staff and the staff who serve special education students.

Topics and tentative dates for all staff members include:

Date	Topic	Presents	Participants
11 / 08 / 13	Engaging ELLs with The CCSS	Grade Leaders	All Staff
11 / 08 / 13	ELL-stages of Language Acquisition	ELL teacher	All Staff

11 / 08 / 13 ELL Scaffolding

Strategies

ELL teacher

All Staff

06 / 06 / 14 Differentiation

Network

All Staff

Instruction

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement.
2. Does the school partner with other agencies or Community Based Organizations to provide work for parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

1) Parenting

We Help all families establish home environment to support children as students. Parent education and support. The parent coordinator will host a series of workshops throughout the school year to continue the dialog. Parent attendance at ELA/ELL and math institute. Parents of ELLs will be invited to join with their children to attend ELA/ELL Institute and the ELA/ELL Institute.

2) Communicating

We Design effective forms of school-to-home and home-to-school communications about school programs. We hold a parent conference with every parent at least three times a year. We provide language translators to assist parents. We provide useful notices, memos, phone calls, newsletters, and other communications.

3) Volunteering

We recruit and organize parent help and support. We have school and classroom volunteer programs. We have parent room as family center for volunteer work, meetings, and resources for parents.

4) Learning at Home

We provide information and ideas to families about how to help ELLs at home with homework and learning. We provide information for families on skills required for ELLs in all subjects. We provide homework policies and how to monitor and discuss school work at home.

5) Gathering information from parents

School staff gathers information from parents of ELLs about their background. We get information about their native language, which can help the ELL teacher make the challenges the ELLs will be facing. ELLs who have high-level achievement in their native language will make the transition to learning in English more easily. We provide information for school activities, I.e. learning walks, assembly, field trips, technology classes, and etc.

2.

Our School partner is Brooklyn Children Museum. It identifies and integrates resources and services for school programs, family practices, and student learning and development. It provides information for students.

cultural, recreational, or social support; and other programs or services. It provides information on community learning skills and talents, including summer programs for students. It provides service to the community (e.g., recycling, art, music, drama, and other activities for seniors or others)

3.

1) All parents of ELL students are invited to participate in a Welcome Back to school meeting and receive information about our school. Topics addressed include: school expectations, assessments, Community resources as well as program options. Presenters include: Instructional Team leaders, ELL teacher, Guidance Principal, and Assistant principal. This helps parents of ELL students become active knowledgeable members. All parents express their opinions, give good advices and tell the school what they need.

2) Parents of ELL students are invited to attend our Parent Orientation Meeting where they are informed about their children. The Parent Selection forms are printed in all the necessary language applicable to our school so they can understand and make informed choices. Their most often expressed sentiment is that they want immersion in the native language of ELL Services, which they feel helps their children learn, English faster. To further facilitate parental involvement, letters and notifications to parents are translated. When needed, translators on our staff are provided to facilitate communication between parents and administration/staff.

3) Our school Parent Co-coordinator provides workshops for parents. Through talking and discussing with them, we know their thoughts, suggestions, and needs. Through Parent-Teacher Conference, telephone conversations, and a field trip together we obtain a lot of useful information and what our ELL parents really need. The role of the parent is to achieve high standards. They lay the groundwork for high expectations that are carried out in our school. By participating and attending all sessions of the Math Skills Institute and the ELL/ELA institute, not only will parents benefit, but in addition, they will be forming special learning partnerships with their children that will be the great benefit. There will be awards and recognition to highlight literacy and achievement.

4.

Family Days will be held throughout the school year to encourage parental involvement in the academic process. Teachers will conduct interactive activities for the children and their parents to enhance their learning and understanding. On Family Days, the teachers will use hands-on and developmentally appropriate activities to promote literacy skills and academic achievement for students and parents. The children and their parents can make connections, promote imagination, create new skills. We encourage parents' involvement helps parents from other cultures may view their role in a different way than U.S. parents. For example, instead of asking their children questions about a story- asking them to tell the story, let them interpret the story based on their own experiences- immigrant parents from rural of Mexico and Central America use a story to teach a moral lesson. In order to help the parents of ELLs contribute more actively to the educational process, training at ELA/ELL and Math Institute sessions on increasing the knowledge and skills parents need to support their children's learning in English, literacy development, and academic proficiency in different content areas.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		School DBN: _____
Signatures of LAP team members certify that the information provided is accurate.		
Name (PRINT)	Title	Signature
Michael Johnson	Principal	
Ms. Juanita Brown	Assistant Principal	
Ms. Gloria Arthur	Parent Coordinator	
Ms. Han	ESL Teacher	
Ms. Alisha Lawrence	Parent	
Ms. M. Pooser (ELA)	Teacher/Subject Area	
Ms. T. Lee (Math)	Teacher/Subject Area	
	Coach	
	Coach	
Ms. O. McDonald	Guidance Counselor	

	Network Leader	
	Other	

Language Translation and Interpretation 2013-2014 to 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN:k17 161

School Name: PS 161

Cluster: 401

Network:401

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

Part A: Needs Assessment Findings

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

Various sources provide our schools with information about the different home languages of our students and translation needs for conferences, parent orientation needs, and school notices: All parents of new admits to the school are required to complete HLIS as part of the registration process. The HLIS is printed in a variety of languages so that the use of one in the appropriate languages facilitates proper completion. Some parents/guardians are unable to complete the HLIS on their own. We learn through the use of on-staff interpreters who are called upon during the registration process. The Parent Coordinator, in making calls to students' homes for a variety of reasons, determines that some parents need translation or oral interpretation to better understand an issue. ATS system provides information of the primary language of

the students. We provide informal oral communication with parents and teachers.5) We provide translation in PTA meetings. We provide oral interpretation to interview new students and parents. We analyzing the existent translated materials.

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

Home Language Identification Surveys and teacher/parent input have proven that majority of our school parent population speak English. Other languages spoken by our parents include: Spanish, Haitian Creole, French, Arabic, and other languages. We send and post parental correspondence in each of the covered languages that represent at least 3%-8% of our student population. The written translation needs of the school are the following: Letters about students' progress and attendance, informative letters sent to parents about school events, fliers, posters, and signs. We offer interpretation services during parent conference and meetings in the covered languages. The oral translation needs are at the orientation session of the parents newly arrived bilingual students, at PTA meeting when necessary, and at teacher/parent conferences and Open School Nights. Oral interpretation is offered when principal, guidance counselors, teachers, and deans have a conference with parents. We use school staff translators to make phone calls to parents when there is need. Our school always offers interpretation services during parent conferences and meetings in the covered languages.

Part B: Strategies and Activities

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

The school will provides written translation services through the use of the NYCDOE Translation and Interpretation Unit, which provides a staff of professional translation services for eight standard languages by a net work of qualified vendors. We will be using the NYCDOE translation unit for all translation needs: including many materials and forms already translated and available on the DOE website. All parent correspondence will be translated by school staff or Translation and Interpretation Unit, form English to the native languages of school population. We will translate documents that contain individual, student-specific information, including students' health, safety, legal or disciplinary matters, entitlement to public education or placement in ESL or any special education. We will provide each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services and how to obtain such services.

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

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

1) The NYCDOE Translation and Interpretation Unit also provides types of Oral interpretation services, over the phone interpretation services Monday through Friday from 8: 00 am to 5: 00 pm and on site interpretation services during scheduled events such as Parent-Teacher Conferences, PTA Meetings, Testings, IEP Meetings, Workshops between faculty and non-English speaking parents. We will provide interpretation services by the translation unit and our school staff members who are conversant in the covered languages so that they will be able to facilitate articulation between parent and teacher, parent and administration, parent and support personnel. We will interpret parent orientations/meetings and teacher conferences. The translation will be carried out by staff members, with assistance of the Translation and Interpretation Unit, or with the Use of a new Prolingual Translation program.

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

- 1) We will translate letters and notices to parents in the appropriate languages for our school - Spanish, Haitian Creole, French, and Arabic.
- 2) Our school will provide each parent who speaks language other than English and who requires language assistance services with written notification of their rights regarding translation and interpretation and instructions on how to obtain such services.
- 3) We will use the services of the NYCDOE Translation and Interpretation Unit since we have no staff member who can do that .
- 4) For Spanish, Haitian Creole, French, and Arabic, we will use in-house staff to provide translations.
- 5) We will have translated all annually recurring types of letters and notices-school code, discipline code, uniform code, promotion criteria, exam schedules, parent-teacher meetings, Parents' Association meetings, student accountability, graduation requirements, middle school selection, alert holdover notices, supplemental school activities before and after school, and NYSESLAT notification. We will provide translations for new situations as they arise. Our school's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative due to language barriers.

