



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: I.S. 162 THE WILLOUGHBY SCHOOL

DBN (i.e. 01M001): 32K162

Principal: BARBARA DEMARTINO

Principal Email: BDEMARTINO@SCHOOLS.NYC.GOV

Superintendent: LILLIAN DRUCK

Network Leader: DANIEL PURUS

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
Barbara DeMartino	*Principal or Designee	
Elise Margolin	*UFT Chapter Leader or Designee	
Maria Baez	*PA/PTA President or Designated Co-President	
Anna Bambina	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Dinelle Rudd	Member/ Teacher	
Annama Joe	Member/ Teacher	
Thomas Carty	Member/ Assistant Principal	
Jacqueline Jagernauth	Member/ Parent	
Maria Gonzalez	Member/ Parent	
Aida Morales	Member/ Parent	
Sujeri Candia	Member/ Parent	
Jeaneth Cavallos	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 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

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

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

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 14 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	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)	
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Priority Schools Only

X	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 32K162

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	483	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	53	# SETSS	5	# Integrated Collaborative Teaching	17
Types and Number of Special Classes (2013-14)					
# Visual Arts	19	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	89.4%	% Attendance Rate		90.2%	
% Free Lunch	100.0%	% Reduced Lunch		0.0%	
% Limited English Proficient	17.6%	% Students with Disabilities		24.0%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.5%	% Black or African American		7.5%	
% Hispanic or Latino	87.1%	% Asian or Native Hawaiian/Pacific Islander		2.5%	
% White	2.4%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	7.17	# of Assistant Principals		3	
# of Deans	N/A	# of Counselors/Social Workers		2	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		1.3%	
% Teaching with Fewer Than 3 Years of Experience	9.3%	Average Teacher Absences		7.6	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	9.4%	Mathematics Performance at levels 3 & 4		7.0%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		40.7%	
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			
Priority School	X				

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		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (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		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	No	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.			
Our 2012-2013 SCEP was a strong document that targeted identified weaknesses in our instructional program. We were able to successfully meet all the goals of our 2012-2013 SCEP and maintain our B rating on our progress report, which measures student growth.			
Describe the areas for improvement in your school's 12-13 SCEP.			
An area that we have identified as needing improvement in our 2012-2013 SCEP is the timeline for implementation of our action plans. We feel that a more structured timeline will assist us in moving our school forward.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
The barriers and challenges encountered while developing and implementing our SCEP were mainly financial ones. Budget constraints restrict our ability to plan and carry out the most effective strategies, so we have to be creative and often fall short of being able to implement the strategies in the fashion we think would be most effective.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
Our 2012-2013 SCEP was implemented 100%. The goals we created were achieved and the strategies we planned were carried out to the fullest extent possible.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	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.			
We anticipate that budget will once again be our major barrier in developing this years SCEP. As a result of our budget, we are operating with a limited staff which does not allow us to provide the programs and support our students need.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
The academic achievement targets for our identified sub-groups include providing a program that will move our level 1 and 2 students toward proficiency and that growth will be measured by the scores on the NYS ELA and Math Assessments.			
Describe how the school leader(s) will communicate with school staff and the community.			
The school leaders will communicate with the staff as they always have, through faculty conferences, department meetings, professional development sessions, individual meetings, newsletters and email. Communication with the community will be through PTA meetings, School Leadership Team meetings, Parent Teacher Conferences, newsletters, the Parent Coordinators office and partnerships with Community Based Organizations.			
Describe your theory of action at the core of your school's SCEP.			
Our theory of action at the core of our SCEP is to create a document that targets our areas of need and outlines a plan of action to strengthen those identified areas and moves our students toward the goal of career and college readiness in the most efficient fashion possible.			
Describe the strategy for executing your theory of action in your school's SCEP.			
Our strategy for executing our theory of action in our SCEP is to have the most dynamic team of contributors possible. We plan to involve the best and brightest in each department as well as our Administrators and School Leadership Team to conduct an in depth needs assessment and to carve out plans of action and strategies to meet those identified needs.			
List the key elements and other unique characteristics of your school's SCEP.			
Our SCEP is written to align the new Teacher Evaluation and Development tool with student achievement to ensure that the new CCLS curriculum meets the needs of all learners.			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
The evidence for our school's capacity to effectively oversee and manage the improvement plan can be found in the implementation of Advance and the use of Datacation, a new student performance tracking system that ensures that data informs instruction and learning.			

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).			
“Continue to strengthen ongoing teacher assessment practices to expand the capacity of individual teachers to analyze data so that adjustments to instruction can be made at the classroom and team levels to provide positive impact on all learners in all content areas.”			
Review Type:	DQR	Year:	2012-2013
		Page Number:	4
		HEDI Rating:	E

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, 90% of teachers will use Datacation to better analyze data & drive instruction in order to provide a positive impact on student learning.	

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	
<ol style="list-style-type: none"> 1. Professional Development for all staff on the use of Datacation 2. Data Specialist to assist teachers with Datacation 3. CCLS units of study including pre and post assessments and performance tasks which will be tracked on Datacation. 	
B. Key personnel and other resources used to implement each strategy/activity	
<ol style="list-style-type: none"> 1. Principal and Datacation provided professional development and online support 2. Data Specialist and Assistant Principal 3. Instructional Coach to work with all teachers on implementation of CCLS units of study and norming of assessments. 	
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
<ol style="list-style-type: none"> 1. Generation of quarterly reports to monitor student progress to share with parents. 2. Data Specialist to monitor and assist teachers in the use of Datacation, and also to generate reports of teacher usage and keep logs of interactions with teachers to evaluate the effectiveness of the program. 3. Academic Coach to monitor pacing of instruction 	
D. Timeline for implementation and completion including start and end dates	
<ol style="list-style-type: none"> 1. Mid to end October 2013, two Professional Development sessions will be held by Datacation 2. By October 31, 2013, the Data Specialist will have had initial meeting with all teachers to support them in the use of Datacation 3. Ongoing, beginning Sept. 2013 – June 2014, the Academic Coach will provide support to all teachers. 	
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity	
<ol style="list-style-type: none"> 1. After school per session for training 2. Data Specialist position created from Data Specialist funding 3. Academic Coach 	

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.							
PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	
						Title III	Grants
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
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).

“Continue to align the school’s curricular with Common Core State Standards to ensure that all students are challenged by rigorous performance tasks that raise the level of cognitive demand.”

Review Type: DQR	Year: 2012 - 2013	Page Number: 3	HEDI Rating: E
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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	X	3.3 Units and lesson plans
3.4 Teacher collaboration		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, ELA & Math departments will have evaluated & revisited CCLS units of student in order to ensure effective instruction.

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. CCLS Math and ELA Teams create, modify and align CCLS units of study to provide all students access to the curriculum.
2. Academic Coach to support CCLS Math and ELA Teams
3. All math and ELA teachers will received time to work on the Curriculum Alignment Matrix
4. School wide Saturday programs for CCLS tasks and NYS ELA and Math academic support embedded test prep.

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

1. 4 Math, 6 ELA teachers and subject A.P.’s
2. Academic Coach
3. All math and ELA teachers and subject A.P.s
4. Supervisors and teachers

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

1. During SY 2013-2014, all Math and ELA CCLS units of study will be completed and aligned with CCLS Curriculum Alignment Matrix
2. Year long monitoring of progress of teams
3. By June 2014, all units of study will be aligned with the Curriculum Alignment Matrix
4. NYS ELA and Math assessments

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

1. Ongoing, Sept. 2013 to June 2014
2. Ongoing, Sept. 2013 to June 2014
3. Ongoing, Sept. 2013 to June 2014
4. Jan. 2014 – May 2014

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

1. Before and after school meetings
2. Academic Coach dedicated full time for assistance with and support of instructional program
3. Ongoing after school sessions as needed
4. Per session for teachers and a supervisor for Saturday classes

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	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.										
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	X	PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				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).							
Fifty percent of teachers responded that they did not feel that they received helpful training on the use of student achievement data to improve teaching and learning.							
Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	17	HEDI Rating:	E

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.		
X	4.2 Instructional practices and strategies	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	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, in order to improve instruction, administrators will conduct weekly SFOs (short frequent cycles of observation), as evidenced by the Advance platform & TeachBoost.

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
<ol style="list-style-type: none"> All teachers will receive professional development on new NYC Teacher Evaluation and Development Tool including the Danielson Rubric All teachers will have an Initial Planning Conference to select observation options and discuss teacher's MOSL's. Network Talent Coach will conduct walk throughs and meet with Supervisors and teachers to ensure a seamless transition to the new Teacher Evaluation and Development System
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> Supervisors and Network support staff Supervisors, teachers and ADVANCE Network Talent Coach, supervisors, academic coach and teachers
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> Full day Professional Development session on the opening day of SY 2013-2014. All Initial Planning Conferences to be completed by Oct. 25, 2013 Talent Coach to supply support calibration and observation feedback to supervisors and teachers several times during the year
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> Sept. 2013 and ongoing as needed Initial Planning Conferences to be completed and information entered into ADVANCE by early November 2013

3. All formal and informal observations to be completed by June 6, 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Utilize Sept. 2013 PD prior to opening of school and additional sessions as needed
 - Teacher professional periods, preparation periods scheduled for IPC meetings between supervisors and teachers.
 - Teacher professional periods, preparation periods utilized for feedback meetings between supervisors and teachers.

Budget and Resource Alignment

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

	PF Set Aside	X	Tax Levy	X	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.

Citywide Instructional Expectations
Fair Student Funding

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
	PF Positive Behavioral Management Programs		PF RTI		X		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).

The LES indicated a need to implement programs to further address the social and emotional needs of our students and to give them the skills they need for success.

Review Type:	Learning Environment Survey	Year:	2012 - 2013	Page Number:	11-12	HEDI Rating:	E
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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	X	5.3 Vision for social and emotional developmental health
	5.4 Safety		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.

By June 2014, the school will implement a comprehensive social & emotional program in order to meet the needs of all students as measured by a 5% reduction in Dean's Referral's evidenced in student logs or Datacation OR a 5% increase in student attendance or 5% reduction in student lateness as evidenced by ATS attendance reports.

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

- 21st Century Grant Program** to provide theater, dance, art, martial arts, percussion programs as well as parent workshops, teacher professional development and the Story Studio Program for ESL students
- Breaking the Cycle** to work with student social and emotional needs
- Western Queens Mental Health Center** to provide onsite screening and counseling
- A.I.D.P.** (attendance improvement) provided by Ridgewood-Bushwick Senior Citizens Council
- Sports and Arts Program** to provide after school academic and activities
- City Council Grant** – Urban Arts

B. Key personnel and other resources used to implement each strategy/activity
1. School supervisors and teachers, program supervisors and counselors
2. School supervisors and teachers, program supervisors and counselors
3. School supervisors and teachers, program supervisors and counselors
4. School supervisors and teachers, program supervisors and counselors
5. School supervisors and teachers, program supervisors and counselors
6. School supervisors and teachers, program supervisors and counselors
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Quarterly feedback from all participants and providers on attendance and instructional data where applicable
2. Quarterly feedback from all participants and providers on attendance and instructional data where applicable
3. Quarterly feedback from all participants and providers on attendance and instructional data where applicable
4. Quarterly feedback from all participants and providers on attendance and instructional data where applicable
5. Quarterly feedback from all participants and providers on attendance and instructional data where applicable
6. Quarterly feedback from all participants and providers on attendance and instructional data where applicable
D. Timeline for implementation and completion including start and end dates
1. Ongoing during school year and summer 2014 programs
2. Ongoing during school year and summer 2014 programs
3. Ongoing during school year and summer 2014 programs
4. Ongoing during school year and summer 2014 programs
5. Ongoing during school year and summer 2014 programs
6. Ongoing during school year and summer 2014 programs
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Infusion of all programs during the school day with additional after school and Saturday sessions.
2. Infusion of all programs during the school day with additional after school and Saturday sessions.
3. Infusion of all programs during the school day with additional after school and Saturday sessions.
4. Infusion of all programs during the school day with additional after school and Saturday sessions.
5. Infusion of all programs during the school day with additional after school and Saturday sessions.
6. Infusion of all programs during the school day with additional after school and Saturday sessions.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
21 st Century Grant money											
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		PF College & Career Readiness	X	PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement				
	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).

Results of the Learning Environment Survey conducted for SY 2012-2013 indicated a need for parents to be engaged in an active partnership with the school.

Review Type:	Learning Environment Survey	Year:	2012 - 2013	Page Number:	6	HEDI Rating:	E
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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, all administrators, teachers, & guidance counselors will use Datacation to ensure a culture for learning that systematically communicates school-wide high expectations for all students with clear & focused feedback.

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

1. Professional Development and training in the use of Datacation for all stakeholders.
2. Individual invitations issued to all parents to join Pupil Path to monitor student progress
3. Workshops for parents and students on the use of Pupil Path.

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

1. Administrators, teachers, Data Specialist and Parent Coordinator
2. Administrators and teachers
3. Administrators, teachers, Parent Coordinator and School Leadership Team

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

1. Logs of Datacation usage by all stakeholders generated by Administrators
2. Individual Parent-Teacher conferences used to distribute invitation letters to parents and guardians
3. Student and parent attendance at workshops and logs of Pupil Path usage.

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

1. Professional development to begin in September 2013 with ongoing support as needed.
2. November 2013 distribution of invitations to parents
3. Workshops to begin Nov. 2013 and throughout the school year as needed

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

1. PD in Sept. PD day and ongoing as needed
2. Open School Parent Teacher conferences in Nov. 2013 and Feb. 2014 and an additional parent teacher conference on Jan. 4, 2014.
3. After school and during the school day.

Budget and Resource Alignment

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

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

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

For the SY 2013 – 2014, students will receive Expanded Learning Time to promote gains in ELA and Math as measured by an increase in their NYS ELA and Math exam scores

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. Story Studio – building literacy through art
2. ELT for all students in CCLS tasks in all disciplines
3. ELT for Math and ELA test prep

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. 21st Century Grant – Urban Arts
2. Supervisors and teachers
3. Supervisors and teachers

C. Identify the target population to be served by the ELT program.

1. English Language Learners,
2. All students
3. All students who scored Level 1 in ELA or Math on the Spring 2013 NYS exams

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

X	21st Century	X	Tax Levy		Title I SWP		Title I TA	X	Title I PF		C4E
	Title III		Title I SIG		PTA Funded		Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

21st Century - -Urban Arts

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

The ELT program afforded to allows us to provide many academic supports, such as Saturday classes for remediation and test prep, for our identified Level 1 students, CCLS task support for all learners and hands on activities to foster social and emotional growth as well as enrichment opportunities such as the literacy development program, Story Studio which we can offer our English Language Learners.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

Our program consists of enrichment opportunities during the school day such as dance and art, after school programs in theater, martial arts, percussion and sports. We offer our ELLs a literacy development program called Story Studio, which will provide them with additional support in language development. Improvement in academic outcomes is provided by the programs addition of Saturday classes for additional CCLS task support with embedded test prep.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

By using arts and athletics, academic support and counseling, the needs of all of our learners can be met. Our students are not

exposed to activities like these on a daily basis and these types of activities bring high interest and enthusiasm into the classroom.

D. Are the additional hours mandatory or voluntary?	X	Mandatory	X	Voluntary
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E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

We will be monitoring attendance and participation in these programs to ensure students are benefitting from these offerings. Parent outreach including calls home to encourage participation are all part of our plan for success.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

By closely monitoring the programs and the students participation, we will be able to provide interventions as necessary to ensure success. We will employ the Parent Coordinator, Guidance Counsellor, teachers and supervisors to provide intervention as needed.

G. Are you using an ELT provider procured using the MTAC process?		Yes	X	No
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H. Describe how you are evaluating the impact of the ELT program on student achievement.

The end goal of any program is student growth and gains, so we will be measuring the impact of these programs by the gains as measured on NYS Math and ELA exams.

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	Common Core Reading and Writing strategies	Small group	During the school day
Mathematics	Common Core Math Practices	Small group	During the school day
Science	Interpreting graphs and charts	Small group	During the school day
Social Studies	DBQ and interactive technology	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Bullying Prevention Program	Individual or small group	During the school day

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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.
<p>Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.</p> <p>Strategies and activities used to attract high-quality highly qualified teachers to our school include:</p> <ul style="list-style-type: none"> • Frequent communication with our Network HR Director when vacancies occur • Our administrative staff regularly participates in hiring fairs • We participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited. • We have established a partnership with a local college to support the grooming of student teachers in our search of HQT candidates. • We interview HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool • We have established a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and review of New York State certification/licensing.

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).
<ul style="list-style-type: none"> • We maintain a teacher resource center and professional library to promote promising and effective practices. • Teachers are provided with curriculum maps, instructional resources and professional learning opportunities. • Individualized PD plans are created for teachers to ensure continued improvement. • Coaching and mentoring are available for teachers who require additional support.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<p>We provide services for our STH as needed. Such services consist of, but are not limited to:</p> <ul style="list-style-type: none"> • Personal /clothing/ hygiene items • School supplies • Transportation assistance • Counseling • Translation assistance <p>Assistance and trouble shooting with minor community related issues such as filling out applications for housing or employment</p>

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.).
N/A - Middle School

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.

Teachers and Administrators worked jointly to select instructional materials and Measures of Student Learning.

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) (Required for Title I Schools ONLY)

Parent Involvement Policy (PIP)

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;

Many of the above activities are accomplished using Pupil Path and providing the parents with PD on the use of Datacation. 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 School 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;
- purchasing Datacation, which includes Pupil Path for parent communication and also provides translations for the parents of the information they can access.

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);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 .

Part I: School ELL Profile

A. School Information

District 32	Borough Brooklyn	School Number 162
School Name The Willoughby		

B. 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 Barbara DeMartino	Assistant Principal Francine Padula
Coach Jessica Snell	Coach Carolyn Carroll
ESL Teacher Jillian Goodwin	Guidance Counselor Robert Channing
Teacher/Subject Area Jessica Venticinque/ESL	Parent Jacqueline Jagernauth
Teacher/Subject Area Wanda Baez/ELA	Parent Coordinator Vanessa Hernandez
Related Service Provider Donna Jones/IEP	Other
Network Leader(Only if working with the LAP team)	Other

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	492	Total number of ELLs	83	ELLs as share of total student population (%)	16.87%
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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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	83	Newcomers (ELLs receiving service 0-3 years)	24	ELL Students with Disabilities	31
SIFE	18	ELLs receiving service 4-6 years	32	Long-Term (completed 6+ years)	27

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. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	24	11	2	32	7	16	27	0	13	83
Total	24	11	2	32	7	16	27	0	13	83

Number of ELLs who have an alternate placement paraprofessional: 12

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	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		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							30	30	20					80
Chinese								1						1
Russian														0
Bengali							1							1
Urdu									1					1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	31	31	21	0	0	0	0	83

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							4	11	6					21

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							6	10	8					24
Advanced (A)							21	11	6					38
Total	0	0	0	0	0	0	31	32	20	0	0	0	0	83

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	21	5	1	0	27
7	23	2	0	0	25
8	16	0	0	0	16
NYSAA Bilingual (SWD)				5	5

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	19	2	6	1	2	0	0	0	30
7	22	2	4	0	1	1	0	0	30
8	16	2	0	0	0	0	0	0	18
NYSAA Bilingual (SWD)							5		5

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	8	2	20	5	1	0	0	0	36
NYSAA Bilingual (SWD)							2		2

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	7	3						
Chinese Reading Test	0	0	0	0				

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The assessment tools used to assess the early literacy skills of our ELLs are: the LAB-R and the Spanish LAB; oral, reading, and writing informal assessments conducted by the ESL teachers; Periodic Assessments; and Achieve ESL Readingsmart. The LAB-R provides a baseline assessment of the English literacy skills ELLs bring into the program. The Spanish LAB data is indicative of the literacy skills in L1 (the home language). Research tells us that ELLs who have a high level of literacy in L1 are more likely to advance quicker in English language acquisition because knowledge of literacy skills transfers into the acquisition of English. The informal assessments in speaking, reading, and writing provide authentic data on the early literacy and performance abilities of the ELLs in English. ESL Readingsmart conducts a preliminary assessments in order to differentiate the levels of the texts in the program. All this data helps us identify the authentic language needs of ELLs and those who will need added support in developing English literacy skills. These ELLs are targeted for our supplemental ELL programs. This data also helps teachers who service ELLs to identify ELLs who will need differentiated instruction. Our current population of ELLs, for example, is comprised of 45% Advanced level; 30% Intermediate level; and 20% Beginner level. This data translates into the fact that most of our ELL population this year is able to read and write to a considerable extent. Of course, there will be the 20% Beginner ELLs interspersed within the classes. Therefore, all teachers who service ELLs will need to plan for activities that will advance the English acquisition of the Intermediate and Advanced ELLs, as well as meet the basic needs of the Beginner ELLs. In the face of implementing the new Common Core Standards, teachers of ELLs need to have high expectations for ELLs and provide lesson and materials of a rigorous nature. However, teachers of ELLs need to also provide the necessary scaffolds and ESL strategies that will support the ELLs in to meeting those expectations. Beginner ELLs will need differentiated instruction and will need to be targeted for the Title III and SIFE Grant before-school and Saturday programs. Intermediate and Advanced level ELLs that demonstrate need for extra support must also be targeted for the before-school and Saturday ELL programs.

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

The data patterns across proficiency levels on the LAB-R and NYSESLAT reveals that 20% of all ELLs scored at the Beginner Level, 30% of all ELLs scored at the Intermediate level, and 45% of all ELLs scored at the Advanced level. This data tells us that the majority of ELLs fall into the Intermediate and Advanced Levels on the LAB-R and NYSESLAT. In the 6th grade 17% scored at Beginner level, 23% scored at the Intermediate level, and 60% scored at Advanced level. In 7th grade, 34% scored at Beginner level, 31% scored at Intermediate level, and 35% scored at Advanced level. In 8th grade, 43% scored at Beginner level, 28% scored at Intermediate level, and 29% scored at Advanced level. This data shows that in the 6th and 7th grades, most ELLs scored at the Intermediate and Advanced levels. In the 8th grade, most ELLs scored at the Beginner level. This highlights the need for teachers of ELLs to differentiate in order to meet the needs of the Beginners. This data also tells us that the majority of our ELLs will need rigorous activities that will build reading, writing, and higher-order thinking stamina. A focus on academic language development as well as listening and speaking skills will provide much needed practice for all. Teachers of ELLs should strive to create lessons that are interactive in nature, and that provide opportunities for using all four language skills.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Patterns across the NYSESLAT modalities affect instructional decisions at I.S. 162. Overall our students performed higher in speaking and listening than reading and writing. This has guided I.S. 162 to focus more time on developing strategies to support reading and writing skills. The “workshop model” lends itself to all 4 modalities but teachers develop small group interventions to improve reading and writing skills. As a team we evaluate AMAO reports. Our school has made some gains but not as substantial as we would like. Many of our ELLs are SIFE and have IEPs, this makes second language acquisition challenging.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The Free Standing ESL Program - The NYSESLAT and LAB-R data indicate that on all grade levels, the majority of ELLs scored at the Intermediate and Advanced Levels. This means that more focus needs to be placed on moving ELLs in the Reading and Writing

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

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

ELLs had the choice to take the Math test in their home language, but only 5 ELLs chose this. One student chose Chinese and four chose Spanish. Most of our ELLs choose to take the state assessments in English. The native languages are used in the form of supports: bilingual dictionaries and picture dictionaries in the languages reflected in the ESL classrooms are provided, a "buddy" that speaks the language of a new entrant, and technology supports i.e. the Smart Board and Google Translator.

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

I.S. 162 uses data to guide instruction for ELLs with in the Response to Intervention (RtI) framework in numerous ways. Teachers plan interventions based on specific modifications for ELLs who have IEPs. Teachers also collaborate to discuss strategies for teaching ELLs and best practices that work in their classrooms. Teachers work closely with alternate placement paraprofessional to ensure that all students are receiving appropriate instruction. Based on the data of state assessments and classroom assessment, teachers gather resources in the primary languages of the students.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Second language development is considered in all instructional decisions made at I.S. 162. ESL instruction is delivered by 2 certified ESL teachers who make daily adaptations and modifications to their lesson plans. The teachers confer frequently with students to track their second language progress. The students are also strongly encouraged to attend extended day and our Saturday program to reinforce content learned. When developing our units, scaffolds are added so that all ELLs can have access to the lesson.
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?

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

We evaluate the success of our programs for ELLs using several data points. We collect data from the NYS ELA exam, NYSESLAT, reports from ESL Readingsmart, and periodic assessments. As we examine this data we look for patterns of growth and gains.

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 Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At registration, all parents/guardians of newly enrolled students who are possible ELLs are assisted with the completion of the Home Language Information Survey (HLIS) and registration forms. An informal interview of the parent and of the potential ELL in English and/or the home language is conducted by a certified teacher who is bilingual (English/Spanish). Over-the-phone translation services of the Translation & Interpretation Unit of the DOE are used for low-incidence languages. The certified bilingual teacher also administers the LAB-R (if necessary) within 10 days of students' arrival. If the student is identified as an ELL and a SIFE, the ALLD (Academic Language & Literacy Diagnostic) is administered as soon as possible. The Coordinator for ESL is responsible for making sure that all ELLs are identified. The RLAT, RLER, and other ATS reports as well as ARIS and SESIS are utilized to identify all ELLs. The Coordinator for ESL works with the I.E.P. teacher and the CSE to identify Special Education students who require ESL services. All identified ELLs are required to take the yearly NYSESLAT. The Coordinator for ESL supervises the administration of the NYSESLAT. Letters in English and the home language are sent home to inform parents about the NYSESLAT. A Parent Meeting to introduce/review the NYSESLAT is provided yearly for all ELL parents. Translations are provided in the home languages as needed. All necessary data needed to fill out the NYSESLAT answer documents is secured by the Coordinator for ESL. The Coordinator for ESL works with the Testing Coordinator to order the necessary number of testing materials, to make sure NYSESLAT answer documents are properly filled out, and to ensure all ELLs are duly tested.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
The process we follow to ensure that all parents/guardians understand all three program choices within the Department of Education (Transitional Bilingual, Dual Language, Freestanding ESL) is the following: The Coordinator for ESL works with the Pupil Secretary to register possible ELL entrants. Parents/Guardians and child are interviewed in the home language to identify needs. Parents are then informed of the three possible program models available within the NYC Department of Education - Transitional Bilingual, Dual Language, and Freestanding ESL. Translations for low-incidence languages is provided through the Office of Translations & Interpretation phone translation services. The certified bilingual teacher translates for the Spanish speakers. Parents/Guardians then fill out a Parent Survey and Program Selection Form. We offer parents/guardians the opportunity to make an appointment, at their convenience, to come in and view the Orientation DVD that showcases all three available programs for ELLs in their home language. It has been our experience, however, that parents prefer to make their choices at the time of registration. If the parent's choice is not available at our site, we direct parents/guardians to the District's Registration Center, where they will be provided with a school that offers the program they want for their child.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Parents/Guardians are notified within 10 days of students' arrival of the results of the LAB-R through an Entitlement or Non-Entitlement letter. Home language translations are provided. The Coordinator for ESL manages the distribution of the entitlement letters. Copies are maintained in the Compliance Binder. The Parent Survey and Program Selection, as per CR Part 154, is filled out and collected by the Coordinator for ESL on the day of registration. The original copy is placed in the student's cumulative file. a copy is placed in the Compliance Binder.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
At IS 162 we offer a free-standing ESL Program for all ELLs. ELLs are placed by grade level. The program is described to the possible ELLs and their parents/guardians at the time of registration.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The trend in the program choices has been that 100% of parents have chosen to place their ELLs in our Free-standing ESL

Program. Parents of ELLs who have been serviced in ESL programs and newcomer parents overwhelmingly choose to stay at our site in the Free-standing ESL Program.

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? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  The program model offered at IS 162 is aligned with parent requests. A certified bilingual teacher conducts all parent/students interviews. Our parent coordinator is who bilingual (English/Spanish) is also available for translations when necessary.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. Our organizational model for the Free Standing ESL Program is departmentalized. All ELLs receive a printed schedule of classes to follow, including their ESL classes. ELLs travel together as a class. The grouping is heterogeneous by grade. Special Ed ELLs from ICT and Self-contained classes are "pulled out" for ESL services. All ELLs are serviced by licensed ESL teachers.
 - b. The ESL Freestanding Program is in the form of a Thematic ESL Curriculum. The ELLs are of mixed levels by grade. The language used is English. However, supports in the home languages are provided in the form of bilingual dictionaries, bilingual glossaries, and technology translation supports. Home language titles are included in the class libraries. ESL strategies, scaffolds, and differentiated instruction are used to support the learning.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Teachers of ELLs are provided with a program schedule created by the Programmer in conjunction with the Coordinator for the ESL Department that ensures that ELLs in the Freestanding ESL Program and Special Ed ELLs receive the mandated number of instructional minutes according to proficiency levels.

- a. Beginner and Intermediate ELLs receive 360 minutes of ESL services per week. Advanced ELLs receive 180 minutes of ESL services per week and 180 minutes of ELA per week.

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

All programs at I.S. 162 use the "Workshop Model". This includes a "Do Now", a "Mini-lesson", the "Work Period", and the "Share". Clear and explicit agendas are expected as well as explicit explanations and modeling of the targeted learning skills and tasks. All students are serviced by a licensed content area teacher. All classrooms are equipped with a Smart Board, and all students have access to laptops. Professional development in all content areas is provided throughout the year. Content area teachers who service ELLs are provided with professional development in ESL strategies. All teachers who service ELLs use explicit modeling, repetition, cooperative learning activities, and focus on academic language development. Instruction is differentiated by readiness, levels of English literacy, and abilities. All content teachers work collaboratively in the Professional Learning Community teams to interface with the ESL teachers, who share "best practices" and information about the ELLs that will support the learning in all content areas.

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

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Sixth and seventh grade ELLs must take the NYSESLAT and ELA state assessments in English. However, the Math state exam may be provided in the translated version in their home language. Eighth grade ELLs must take the NYSESLAT and ELA state assessments in English. The Math and Science state assessments may be provided in the translated version in their home language. All ELLs are provided with bilingual word-to-word dictionaries. Math and Science bilingual glossaries may be used during all assessments. Bilingual word-to-word dictionaries may be used during all assessments.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
At IS 162 we ensure that all ELLs are appropriately evaluated in all 4 modalities of English acquisition throughout the year. Teachers use unit pre and post assessments to assess the modalities of reading and writing. One-to-one conferencing allows teachers to assess listening and speaking skills. On-going formal and informal assessments as well as group work allows teachers to evaluate all 4 modalities of English acquisition. These assessments drive our future instruction.
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 proficient).

a. All teachers who service SIFE are informed of their "SIFE" status. All teachers who service SIFE use differentiated instruction strategies to meet SIFE needs. Direct instruction is presented in a clear and explicit manner, with visual supports, repetition, and other scaffolds that support the comprehension process for SIFE. Tasks are differentiated to provide learning activities that SIFE can successfully do. The ESL Standards-based Thematic Curriculum provides a program that is relevant to SIFE interests and experiences. Differentiated instruction allows for SIFE students to perform on their level of readiness, ability, and English acquisition. The ESL teachers provide a variety of differentiated strategies that support the learning experiences of SIFE, i.e. varied texts, leveled questioning, cooperative learning activities, choices of tasks, graphic organizers, and tiered activities to create a successful learning experience. All four language skills – listening, speaking, reading, and writing are addressed. The ESL teacher helps SIFE identify individual goals to target within in the thematic curriculum. A focus on academic language development provides exposure to the language that appears in other content areas and on State assessments. Smart Board activities engage SIFE and provide opportunities for non-verbal participation, which is non-threatening to SIFE. ESL Readingsmart, an online Standards-based differentiated literacy program is integrated into the ELA Program for ELLs. SIFE are able to perform on their specific levels of literacy and move into higher levels of reading, writing, and thinking skills in a structured program that continuously assesses their progress and moves them into the next level. SIFE love to work on their laptops. The ELA teacher works with the SIFE to support their ability to use the program. A Spanish version is available for SIFE as needed. The Extended Day Program provides additional support for SIFE ELLs. SIFE are placed with an ESL teacher who differentiates for to target the skill areas SIFE need to strengthen in order to perform better in all content area classrooms. Homework help is also provided.

b. All teachers who service ELLs that have been in the U.S. less than 3 years (Newcomers) are informed of their Beginner status. They differentiate for Beginners by providing a variety of leveled texts, tiered activities, graphic organizers, using drawing to express ideas, foldables, leveled questioning, cooperative learning activities, and flexible grouping. Focus on academic vocabulary development helps Newcomers become familiar with the language of content areas and State assessments. Newcomers are also invited to participate in our Extended Day Program. Here teachers differentiate by providing whatever support Beginners may need in any of the content areas. Reviewing the lessons of the day, providing practice in areas of need, and homework help is available for Beginners. The ESL Thematic Curriculum provides a non-fiction literacy approach with integrated skills that exposes Newcomers to a variety of texts. All four language skills are addressed and activities are differentiated to accommodate the literacy levels of Newcomers. ESL teachers use a variety of leveled texts and tasks as well as provide choices for products that accommodate the needs of Beginners. ESL strategies and other scaffolds as well as cooperative learning activities provide support for Beginners. A focus on academic language helps Newcomers build English vocabulary skills. The ESL teacher helps Newcomers identify specific individual goals that will target the weakest skills and enhance their ability to participate in the thematic curriculum. Bilingual and picture dictionaries as well as technology resources in their home language are used to support the learning. ESL Readingsmart, a Standards-based differentiated online literacy program is integrated into ELA Curriculum. The program develops the reading, writing, and thinking skills. This program is aligned with the Common Core State Standards and allows Newcomers to work on a 1:1 basis on their specific literacy levels and to make progress in a structured program that continuously assess the levels of progress and raises the levels of reading and writing accordingly. A Spanish version of the activities is available to support the learning. Professional development that focuses on the needs of newcomers and the strategies used to support their learning are provided for all teachers who service them.

c. ELLs receiving service 4 to 6 years of service suffer from what researchers call “the ELL stall”. They need a rigorous and stimulating curriculum that offers opportunity for self-expression and that is relevant to their interests and experience. All teachers of ELLs with 4-6 years of ESL services are informed of their literacy levels and encouraged to provide rigorous activities and tasks that will provide opportunities for these ELLs to develop higher levels of English application. Teachers who service these ELLs use differentiated activities that are rigorous and supported by a variety of scaffolds. Differentiated texts and tasks that are interactive and promote development in all four language skill areas are used. The ESL Thematic Curriculum is a non-fiction literacy approach with integrated skills provides these ELLs with exposure to a variety of texts. The themes are relevant to ELLs interests and experiences and provide opportunities for critical thinking. It is a rigorous program that promotes all four language skills as well as academic language development. The ESL teachers differentiate instruction through leveled texts and tasks. Graphic organizers, cooperative learning activities, choice of texts, tiered tasks, and interactive activities provide the support these ELLs need to be engaged and challenged in order to stretch their English literacy abilities. Bilingual dictionaries as well as technology resources in the home language are available to support the learning. The thematic ESL program strengthens the language and thinking skills these ELLs encounter in the content area classrooms and on the State assessments. ESL Readingsmart Standards-based differentiated online literacy program is integrated into the ELA Curriculum. It is aligned with the themes of the curriculum. It offers these ELLs an opportunity to work on their level of English

acquisition and to move into higher levels as they progress through the assessments. 4-6 year ELLs are easily engaged in this program. They have acquired enough English skills to facilitate carrying out the ESL Readingsmart activities with relative ease. The program continuously challenges their level of literacy development and they find themselves painlessly moving up in lexile levels throughout the duration of the program. Professional development that focuses on the needs of ELLs with 4-6 years of service and the strategies used to support their learning is provided to all teachers who service them.

d. Long-term ELLs, ELLs with 6+ years of ESL services need intensive academic language development as well as reading and writing development. Research suggests that Long-term ELLs need more time on task in a rigorous curriculum in order to develop reading and writing stamina, thinking skills, and problem-solving skills in English. They need access to a variety of reading material that is of high interest and exposes them to higher order thinking in English and academic language acquisition. All teachers of Long-term ELLs are encouraged to focus on building academic language skills. This includes the "bricks" and the "mortar" of the English language. The ESL Thematic Curriculum provides a rigorous standards-based ESL program with integrated skills that exposes Long-term ELLs to a variety of non-fiction texts, academic language, and critical thinking skills. The themes are based on student's interests and experience. There is opportunity for self-expression and opinions. The ESL teachers differentiate to provide Long-term ELLs with texts and tasks that are rigorous with appropriate scaffolds to support the learning. Leveled texts, tiered tasks, choice, cooperative learning activities, graphic organizers, and interactive activities provide these ELLs with opportunities to learn and apply new language structures that will develop reading and writing skills and build the reading and writing stamina they need to meet and exceed all the Standards and state assessments. Bilingual and English dictionaries are provided as well as technology support as needed. ESL Readingsmart, a Standards-based online differentiated literacy program is used in alignment with the Common Core Standards and the ELA curriculum. Long-term ELLs are able to make continuous progress in reading and writing levels through its ongoing assessments. The program is engaging and fun. The articles are interesting and connected to real world experiences. Long-term ELLs are challenged on their own literacy levels and in a non-threatening way. Professional development that focuses on the needs of Long-term ELLs and the strategies used to support their learning is provided to all teachers who service them.

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELLs identified as having special needs (SWDs) are serviced in our ESL programs. In the Standards-based ESL Thematic Curriculum, ESL teachers assess SWDs to identify their levels of English and provide differentiated instruction and materials. ESL teachers have access to the students' I.E.P. This data serves as a guide for targeted goals of SWDs. The ESL Thematic Curriculum is relevant to SWDs' interests and experiences. All four language skills are addressed – listening, speaking, reading, and writing. A focus on academic language provides exposure to the language that is used across the curriculum and on State assessments. This Standards-based non-fiction texts with integrated skills provides SWDs with the opportunity to read and write in a variety of contexts. The ESL teachers differentiate instruction by providing a variety of leveled texts and tasks that meet the levels of English, readiness, and abilities of SWDs. Graphic organizers, tiered tasks, choice, cooperative learning activities, technology supports and other scaffolds provide SWDs with the support they need to succeed in the ESL classroom. Bilingual dictionaries, English dictionaries, and picture dictionaries are available as well as a leveled classroom library. ESL Readingsmart, a Standards-based differentiated online structured reading and writing program is used in alignment with the Common Core Standards and the ELA curriculum. This program offers SWDs an opportunity to work on their level of English literacy and to move into higher levels as they progress through the program. This is a fun and interesting venue for SWDs.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELLs-SWDs are serviced in the ESL program by scheduling them into ESL classes that meet their needs for smaller class size. Self-contained and ICT ELLs-SWDs are provided with the same standards-based ESL Thematic Curriculum that is afforded to regular ELLs. ESL teachers use scaffolds and differentiate to meet the needs of the ELLs-SWDs.

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

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

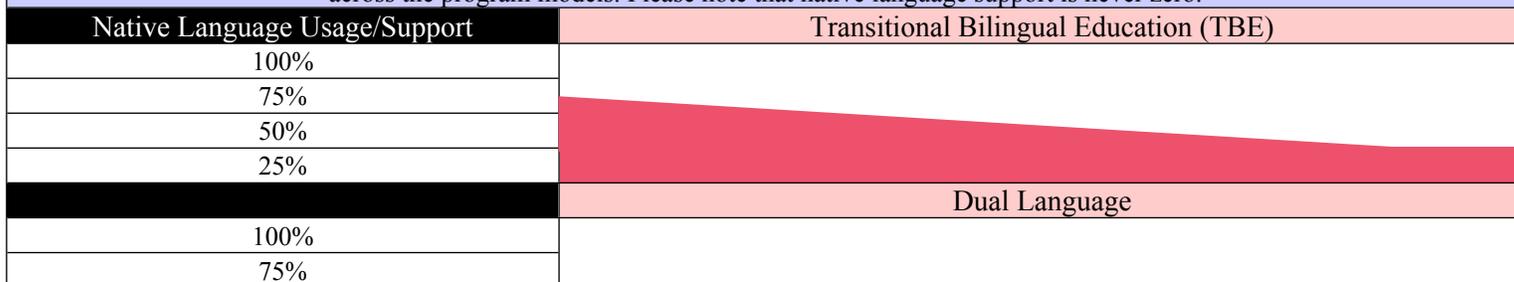
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

The Title III Saturday Academy for ELLs targets Newcomers with 0-3 years of ESL services, ELLs with 4-6 years of ESL services, and Long-term ELLs with 6 or more years of ESL services who need remediation with ESL/ELA and mathematics. This program runs from November through May, Saturdays 9:00 A.M. to 12:00 P.M. ESL is delivered in English with ESL and ELA strategies by a licensed ESL teacher and L1 support is provided as needed. Math is delivered by a certified Math/Bilingual teacher. Classes are in English with Spanish support. The Title III before-school Newcomers Program targets recent arrivals that have little or no English. The program focuses on remediation in ESL and math. ESL is delivered in English with ESL strategies. Math is delivered in English with L1 support as needed. This program runs from November through May, Tuesdays, and Wednesdays 7:25 AM to 8:10 AM. The Title III Saturday Academy for ELLs targets the needs of all ELLs. There is an ESL/ELA class. One period targets the needs of Beginner ELLs, a second period targets the needs of Long-term ELLs. There is a Math class for Beginners and a second period for Long-term ELLs. The Math teacher is a licensed Biligual Math teacher who differentiates by grades and by language proficiency.

ESL Readingsmart, a computerized literacy-based program is used in the ELA classes for ELLs to develop reading and writing stamina and skills. This program is aligned with the new Common Core State Standards.

A SIFE Grant that targets the needs of SIFE and LTEs (Long-term ELLs) provides intensive interventions in reading, writing, academic language development, and background knowledge in all content areas. We also bring in a certified guidance counselor to meet with the ELLs in small groups to focus on their social-emotional well-being. This program meets on Saturdays 9:00 A.M. to 12:00 P.M. November through May.

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

Our current program meets the needs of our ELLs in both content and language development in a multitude of ways. The ELLs are fully immersed in units based on the Common Core Learning Standards, therefore the content they are learning is aligned with the State and school curriculum. Teachers attend workshops and professional development sessions to improve their craft and learn new ways to support their ELL population. The teachers use scaffolds to support the various levels of their diverse learners. Our teachers ensure that students are learning in a safe and supportive environment with open communication to help build relationships. In ESL class content is taught through thematic units so students are exposed to rigorous texts on a variety of topics. During PLCs teachers meet to discuss best practices. Teachers also reflect daily on their lesson plans to make adjustment to future lessons. Since our school uses the "workshop model" time is spent on all 4 modalities during lessons.

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

A SIFE Grant for SIFE and Long-term ELLs targets the needs of both groups. The program focuses on ESL/ELA and math skills and the preparation of ELLs for the ELA, NYSESLAT, and Math assessments. The SIFE Grant program runs from November thru May during our Saturday Academy for ELLs. Here two classes will target SIFE ELLs and LTEs (Long-term ELLs). RIGOR will be used to remediate for reading, writing, and to build background knowledge for SIFE. LTEs will participate in Scholastic's English 3D Program. This program contains high interest nonfiction and informational texts on various lexile levels. The program will target reading, writing, and speaking through the exposure to real-world issues.

This year IS 162 is beginning a three year grant partnership with "21 Century Community Learning Centers". Our ELLs will be participating in Story Studio during the school day. This program integrates the Arts with English language. Story Studio uses drawing, painting, collage, storyboarding, and simple acting techniques combined with structured reading, writing, and vocabulary activities with the goal of advancing students' proficiency and fluency in English Language.

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

For the school year 2011-2012, we are not offering a Transitional Bilingual Program because of low enrollment. We provide information to parents about the TBE programs available to them.

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

ELLs are included in all school activities and programs. The Extended Day Program provides for remediation for all ELLs. An In-school counseling (psychological therapy services) is available to any ELL who has need for counseling. All notices about programs and services are provided to all ELLs and their families in English and in the home language.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials)?

list ELL subgroups if necessary)?

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

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

Bilingual dictionaries, bilingual glossaries, Spanish versions of content area texts, and technology resources provide home language support for ELLs in all content areas. A certified bilingual teacher and the Parent Coordinator provide support to teachers and facilitate communication with ELLs and their parents. Translations in low-incidence languages are provided through the Translation & Interpretation Unit of the DOE.

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

Required services support and resources correspond to ELLs' ages and grade levels.

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

Before school begins new entrants come in to register. The Coordinator for the ESL Department helps parents with the registration process. The certified bilingual teacher interviews parents and helps them fill out registration forms. Parents may ask any questions they have about the school and the programs offered.

18. What language electives are offered to ELLs?

We do not currently offer language Electives to ELLs.

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 at the same time (simultaneous)?

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.

All teachers of ELLs are provided with ESL Professional Development. The following Professional Development Plan for the year is as follows:

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

Professional Development is provided by the Coordinator of the ESL Department, ESL Teachers, and other administrators. The Professional Learning Community provides another source of professional development for all staff. Here ESL teachers share ESL and QTEL strategies with other teachers. This year our focus is looking at student work. ESL teachers bring their knowledge and experience to the Professional Learning Community and serve as "go-to" personnel for teachers who service ELLs in the content areas. Teachers of 6th grade ELLs are invited to attend our 6th grade Orientation Meeting before school begins. All staff are included in any professional development for ESL strategies. All teachers are required to have 7.5 hours of ELL training. Special Ed teachers are required to have 10 hours of training. Workshops are provided during Staff Meetings, after-school, and during Election Day, Brooklyn/Queens Day, Superintendent's Professional Development days, and half-days. After each ELL workshop teachers are asked to provide feedback and to identify the kind of professional development they need to support their work with ELLs.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. A monthly PTA/PAC meeting is held. The Coordinator for the ESL Department collaborates with the PTA and the Parent Coordinator to plan these meetings. A general invitation is put out to all parents. Notices go out to parents in English and the Home Language. The Coordinator for the ESL Department and the Parent Coordinator call ELL parents to remind them a couple of days prior to the meetings. Parent meetings are also provided for parents of ELLs throughout the year. These meetings address the needs of ELLs and how their families can support their learning at home. ELL parent orientation meetings are held for parents of ELLs who attend the Title III and SIFE Grant Programs. Ongoing workshops throughout the year for parents of ELLs serve as educational resources for parents of ELLs to learn how to work with their ELLs at home. There are also meetings for ELL parents to introduce the ELA, NYSESLAT and Math assessments.
 2. The school partners with Community Based Organizations to provide workshops and services for ELL Parents. Topics for these meetings are related to education, health, and community resources.
 3. The School Environment Survey, The Parent Survey, and other interest surveys created by the office of the Parent Coordinator are used to identify parents' needs and interests.
 4. The parent involvement activities try to address the needs of ELL parents. Immigrant parents need to understand the American Education System and their place in it. They need to know what educational programs and services are available to them. They also need help in dealing with the day-to-day problems they may encounter (Life Skills). ELL parents may have health concerns for themselves and for their families. We inform ELL parents of Health community resources available. Other parent meetings are for those whose child attends the Title III Programs and SIFE the Grant Programs. The topics for these meetings are about the programs themselves, how parents can help ELLs at home in developing literacy and math skills, and how to help ELLs prepare for the ELA, NYSESLAT, and the math State assessments.

E. Additional Information

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

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 32K162 School Name: The Willoughby School

Cluster: 02 Network: 208

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

Part A: Needs Assessment Findings

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

We utilize the following data sources:

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

- I.S. 162 will provide all parents with written notification of their rights regarding translation and interpretation services in the appropriate language, with instructions on how to obtain such services.
- I.S. 162 will post in a conspicuous location at the primary school entrance, in DOE covered languages indicating the room where a copy of such written notification can be obtained.
- I.S. 162's Safety Plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative services solely due to language barriers.

- I.S. 162 will obtain from the Translation & Interpretation Unit a translation in languages other than English of the signage and forms required according to the Chancellor's Regulations A-663 and provide such forms in accordance with these regulations.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

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

Part D: Parental Engagement Activities

Bushwick/Ridgewood CBO and PTA- sponsored presentations .

Part E: Budget

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

Allocation Amount: \$11780

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