



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 163 THE ALFRED E. SMITH SCHOOL

DBN (i.e. 01M001): 03M163

Principal: DONNY LOPEZ

Principal Email: DLOPEZ17@SCHOOLS.NYC.GOV

Superintendent: ILENE ALTSCHUL

Network Leader: LUCIUS YOUNG

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
Donny Lopez	*Principal or Designee	
Peter Cohen	*UFT Chapter Leader or Designee	
Havo Velic	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Carolyn Weinberg	Member/ Teacher, Co-Chair SLT	
Carrie Reynolds	Member/ Parent, Co-Chair SLT	
Melissa Flores	Member/ Teacher	
Darcia Hemphill	Member/ Parent	
Danny Holt	Member/ Parent	
Denise Soto	Member/ Teacher	
Rene Kathawala	Member/ Parent	
Samantha Zuckerman	Member/ Teacher	
Scott Adams	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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- 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.
- 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 CEP 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 CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, the average number of students in grades 3, 4, and 5 achieving ELA proficiency levels of 3 or 4 (as evidenced by NY State English Language Arts test scores) will increase by 2%, from 42% to 44%.

Comprehensive Needs Assessment

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

P.S. 163 students experienced a 20.7% drop in proficiency levels between the 2012 and 2013 NY State ELA tests, from 62.2% to 41.5%. The 2013 ELA test was fully aligned to the Common Core Learning Standards, and significant drops were expected because of the more rigorous standards of the CCLS.

Instructional Strategies/Activities

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

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

1. Provide professional development to all staff members on NY State ELA instructional shifts
2. Analyze 2013 NY State ELA exam scores in order to identify students who did not achieve targeted levels of proficiency
3. Use the item skills analysis to identify trends and areas of weakness for students in grades 4 and 5
4. Hold goal-setting meetings twice a year with all classroom teachers to create plans of action to support students who are not meeting levels of proficiency
5. Identify the lowest-performing third of all students and use the three-tier RTI intervention model to support their growth towards achieving targeted levels of proficiency
6. Hire a staff developer to help grade teams implement the ReadyGEN (ELA) curriculum

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

1. Principal
2. Assistant Principal
3. Teacher Teams across all grades
4. Classroom teachers
5. IEP teacher
6. RTI Intervention Team
7. Literacy Team

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

1. Progress will be tracked on a quarterly basis using running records and end-of-unit Performance Based Assessments (PBAs)
2. Grade Teams will analyze student work to monitor progress in targeted areas
3. Grade Leaders will monitor school-wide literacy needs
4. The Literacy Team will monitor progress in implementing the ReadyGEN curriculum

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

1. Running records – October, January, March, May
2. PBAs – November, January, March, May
3. Grade Team meetings – twice a month
4. Grade Leader meetings – weekly
5. Literacy Team meetings – twice a month

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

1. Grade Leader meetings take place every Friday at the per-session rate
2. Literacy Team meetings take place twice a month at the per-session rate
3. A staff developer will meet with teacher teams five times during the months of September and October at the staff-developer rate
4. CFN 408 Director of Achievement and Common Core Instructional Coach will consult with School Principal and Grade Teams twice a month

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent

Involvement Policy (PIP).

Parents of children who achieved levels 1 or 2 on the 2013 NY State ELA and Math Exams will be offered additional extended parent-teacher conferences. This per-session based activity will allow teachers and parents to review academic strategies to improve children’s proficiency and to set long- and short-term goals and deadlines. Parents will have the opportunity to ask questions and offer input regarding their children’s academic growth. Teachers will provide packets of materials for use at home. Teachers will follow up with regular communication with families to track progress and provide ongoing support.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, the average number of students in grades 3, 4, and 5 achieving math proficiency levels of 3 or 4 (as evidenced by NY State Math test scores) will increase by 2%, from 52% to 54%.

Comprehensive Needs Assessment

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

During 2012-2013, math teams analyzed the assessment results of students in each grade and identified gaps between what students understand and what the Common Core Learning Standards expect. The analysis revealed difficulties with problem-solving and calculation, as well as underlying deficits in mathematical reasoning,, particularly in students who perform in the lowest third.

Instructional Strategies/Activities

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

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

1. Provide professional development to all staff members on NY State Math instructional shifts
2. Analyze 2013 NY State Math test scores in order to identify students who did not achieve proficiency
3. Use the 2013 NY State Math item skills analysis to identify trends and areas of weakness for students in grades 4 and 5
4. Use GO Math! item skills analysis to identify instructional targets
5. Hold twice-yearly goal-setting meetings with all classroom teachers to create plans of action to support students who are not meeting levels of proficiency
6. Identify the lowest-performing third of all students and use the three-tier RTI intervention model to support their growth towards proficiency
7. Hire a staff developer to support grade teams in implementing the GO Math! curriculum

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

1. Principal
2. Assistant Principal
3. Teacher Teams across all grades
4. Classroom teachers
5. IEP teacher
6. RTI Intervention Team
7. Math Team

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

1. Progress will be tracked using quarterly end-of-unit assessment results
2. End-of-unit Performance Based Assessments (PBAs) will be analyzed four times a year
3. Grade Teams will analyze student work to monitor progress in targeted areas
4. Grade Leaders will monitor school-wide math needs

5. The Math Team will monitor progress in implementing the GO Math! curriculum

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

- 1. End-of-unit assessment results – October, January, March, May
- 2. PBAs – November, January, March, May
- 3. Grade Team meetings – twice a month
- 4. Grade Leader meetings – weekly
- 5. Math Team Meetings – once a month

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

- 1. Grade Leader meetings take place every Friday at the per-session rate
- 2. Math Team meetings take place once a month at the per-session rate
- 3. CFN 408 Director of Achievement and Common Core Instructional Coach will consult with School Principal and Grade Teams twice a month

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents of children who achieved levels 1 or 2 on the 2013 NY State Math Exams will be offered additional extended parent-teacher conferences. This per-session based activity will allow teachers and parents to review academic strategies to improve children's proficiency and to set long- and short-term goals and deadlines. Parents will have the opportunity to ask questions and offer input regarding their children's academic growth. Teachers will provide packets of materials for use at home. Teachers will follow up with regular communication with families to track progress and provide ongoing support.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

During 2013–2014, we will evaluate social and emotional learning (SEL) curricula and determine whether any would be (a) desirable to adopt and (b) feasible to adopt. If we find that both of these criteria are met, we will draft a proposal for adopting an SEL curriculum for 2014–2015. If we find that one or both criteria are not met, we will consider whether other options exist for addressing our students' SEL needs during 2014–2015 and make recommendations accordingly.

Comprehensive Needs Assessment

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

Our students' performance on NYS standardized tests shows a need for improvement, which goals 1 and 2 directly address. In addition, teachers and parents have identified SEL as an aspect of a well-rounded education that should receive more effective attention at PS 163. Our SEL goal addresses both of these identified needs. This goal complements the rest of our CEP by supporting the academic growth and excellence of all students and helping them develop maturity, focus, and confidence. Our research to date indicates that implementing a comprehensive and effective SEL curriculum will help more students achieve or exceed academic goals, including demonstrating ELA and math proficiency, because empirical evidence shows that children who engage in positive social interactions with their teachers, peers, and families, and who participate actively and cooperatively in the learning process, are more successful in and out of school. They demonstrate improved attitudes and behaviors, greater ability to concentrate and focus for a longer period of time, fewer negative behaviors, and reduced emotional distress. We believe that successful implementation of an SEL curriculum would help our students achieve greater academic proficiency in all subjects, not only those tested by the State. We also believe that it would nurture their growth in nonacademic ways, a critical part of childhood development in the K–5 years.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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

Assuming the school has the budget to move forward with implementing an SEL curriculum, the school will engage in the two processes necessary before an SEL curriculum can be implemented: the readiness phase and the planning phase

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

1. SLT members
2. Administration
3. Teacher teams
4. Individual classroom teachers

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

1. Readiness Phase (December-February)
 - a. The school administration, including the principal, assistant principal, guidance counselor, and grade leaders, will discuss and, if agreement is reached, commit to implementing and sustaining a school-wide SEL initiative
 - b. Senior leaders at the school will identify key people to assume responsibility for overseeing and advancing SEL efforts and for effectively communicating with and involving top leadership. The senior leadership should discuss involving the District 3 leadership to be part of this process
 - c. Senior leaders at the school will engage a cross-section of the teachers to gain their agreement to implement a SEL curriculum. Central to effective SEL program adoption are the attitudes and beliefs teachers have about SEL in general and their ability to implement the program and model the behavior it intends to change in children
 - d. Senior leaders at the school will engage parents to communicate this process, gain feedback and consent if appropriate
2. Planning Phase (February-June)
 - a. Senior leadership will conduct a needs assessment and determine what will meet the identified needs including, but not limited to, plans for professional development, the types of programs and instruction to implement at what time, and how progress will be assessed
 - b. Senior leadership will create and share a school-wide vision of students' social, emotional, and academic development for a safe and supportive learning environment
 - c. Different curricula will be analyzed to determine which one best suits the school-wide vision
 - d. Senior leadership and the SLT will determine whether the school-based budget permits adopting the chosen curriculum. If they find that adequate budgetary resources exist, they will align the chosen curriculum to a conservatively estimated school-based budget for 2014–2015
 - e. In the event that the budget does not support implementation of a SEL curriculum for the 2014–2015 academic year, the senior leadership shall ensure that all of the work that took place as part of the readiness phase and planning phase is documented and maintained at the school for future use. The senior leadership will also consider whether other exist options for addressing our students' SEL needs during 2014–2015 and make recommendations accordingly

The school's principal, alongside the administrative team, will monitor the implementation of the above plan and ensure that it stays on track and all deadlines are met. The senior leadership team responsible for the readiness and planning phases will hold regular meetings, suggested at this time to occur bi-weekly and at times to maximize participation by administrative staff, teachers and parents.

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

1. Readiness Phase (December-February)
2. Planning Phase (February-June)

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

The SLT's SEL Committee will coordinate this effort, working closely with the key personnel identified above.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parental engagement, participation, and commitment are essential to successful implementation of an SEL curriculum. The process outlined above specifically requires parental involvement. Indeed, evidence-based curricula contain an education component specifically designed for parents/families.

Budget and Resource Alignment

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

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

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Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014, the number of students with disabilities (SWDs) and English Language Learners (ELLs) achieving ELA and math proficiency levels of 3 or 4 (as evidenced by NY State ELA and Math test scores) will increase by 5%.

Comprehensive Needs Assessment

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

SWDs experienced an overall drop of 20% in proficiency levels between the 2012 and 2013 NY State ELA tests, from 30% to 10%; ELLs experienced an overall drop of 3% in proficiency levels, from 21% to 18%. The 2013 ELA NY State test was fully aligned to the Common Core Learning Standards (CCLS) and significant drops were expected because of the more rigorous standards of the CCLS.

Instructional Strategies/Activities

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

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

1. Provide professional development to all staff members on NY State instructional shifts in both ELA and Math
2. Analyze 2013 NY State ELA and Math test scores to identify SWDs and ELLs who did not achieve targeted levels of proficiency
3. Use the NYS ELA and Math item skills analysis to identify trends and areas of weakness for SWDs and ELLs in ELA and Math
4. Hold goal-setting meetings twice a year with all classroom teachers, including the Special Education Teacher Support Service (SETSS) provider and the English as a Second Language (ESL) teacher, to create plans of action to support the SWDs and ELLs who are not meeting levels of proficiency
5. Use the three-tier RTI intervention model to support SWDs' and ELLs' growth towards achieving targeted levels of proficiency
6. Hire a staff developer to help grade teams implement the ReadyGEN (ELA) curriculum

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

3. Principal
4. Assistant Principal
5. Teacher Teams across all grades
6. Classroom teachers
7. IEP teacher
8. RTI Intervention Team
9. Literacy Team
10. SETSS teacher
11. ESL teacher

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

1. Progress will be tracked using running records and end-of-unit Performance Based Assessments (PBAs)
2. Particular attention will be given to SWDs and ELLs
3. Grade Teams will analyze student work to monitor progress in targeted areas
4. Grade Leaders will monitor school-wide literacy needs
5. The Literacy Team will target the progress and implementation of the ReadyGEN curriculum

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

1. Running records – October, January, March, May
2. PBAs – November, January, March, May
3. Grade Team meetings – twice a month
4. Grade Leader meetings – weekly
5. Literacy Team meetings – twice a month

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

1. Grade Leader meetings take place every Friday at the per-session rate
2. Literacy Team meetings take place twice a month at the per-session rate
3. A staff developer will meet with teacher teams five times during the months of September and October at the staff-developer rate
4. CFN 408 Director of Achievement and Common Core Instructional Coach will consult with School Principal and Grade Teams twice a month

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents of students who achieved levels 1 or 2 on the 2013 NY State ELA and Math Exams will be offered additional extended parent-teacher conferences. This per-session activity will allow teachers and parents to review academic strategies to improve children's proficiency and to set long- and short-term goals and deadlines. Parents will have the opportunity to ask questions and offer input regarding their children's academic growth. Teachers will provide packets of materials for use at home. Teachers will follow up with regular communication with families to track progress and provide ongoing support.

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

1. **Strategies/activities that encompass the needs of identified subgroups**
 - 1.
2. **Key personnel and other resources used to implement each strategy/activity**
 - 3.
4. **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 - 1.
5. **Timeline for implementation and completion including start and end dates**
 - 1.
6. **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 - 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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



Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Guided reading • Repeated reading • Phonics instruction 	<ul style="list-style-type: none"> • 10:1 with classroom teacher • 1:1 with JCC tutor • 1:1 with JCC tutor 	<ul style="list-style-type: none"> • During extended day 8:02-8:40 • During the student's lunch period • After school two days a week
Mathematics	<ul style="list-style-type: none"> • Marilyn Burns math enrichment • Extended day Go Math remediation 	<ul style="list-style-type: none"> • 1:1 with JCC tutor • 1:1 with JCC tutor • 1:10 with classroom teacher 	<ul style="list-style-type: none"> • After school two days a week • During extended day 8:02-8:40
Science	<ul style="list-style-type: none"> • Extended day Science enrichment 	<ul style="list-style-type: none"> • 10:1 with classroom teacher 	<ul style="list-style-type: none"> • During extended day 8:02-8:40
Social Studies	<ul style="list-style-type: none"> • Repeated reading • Theme based writing based on state holidays (e.g., Columbus Day, Martin Luther King Jr., etc.) 	<ul style="list-style-type: none"> • 8:1 with S.E.T.S.S. provider 	<ul style="list-style-type: none"> • During the schoolday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Counseling session 	<ul style="list-style-type: none"> • 1:1 or 1:3 	<ul style="list-style-type: none"> • During the schoolday

**Title I Information Page (TIP)
For Schools 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.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X 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.

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).

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

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

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.).

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.

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
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 3	Borough Manhattan	School Number 163
School Name The Alfred E. Smith School		

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 Donny Lopez	Assistant Principal Andrea Spence
Coach Stella Morales	Coach n/a
ESL Teacher Robert Fouche	Guidance Counselor Jennifer Smullian
Teacher/Subject Area n/a	Parent Havo Velic
Teacher/Subject Area n/a	Parent Coordinator Ana Crenovich
Related Service Provider Kelly Aherne	Other type here
Network Leader(Only if working with the LAP team) Lucius Young	Other type here

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	1	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	0
Number of certified bilingual teachers currently teaching in a bilingual program	7	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	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	625	Total number of ELLs	48	ELLs as share of total student population (%)	7.68%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	5	6	3	3	4	2								23
Freestanding ESL														
SELECT ONE														0
SELECT ONE	7	3	6	4	6	2								28
Total	12	9	9	7	10	4	0	51						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	48	Newcomers (ELLs receiving service 0-3 years)	36	ELL Students with Disabilities	10
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	1

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									0
Dual Language	22			5						27
ESL	26			26						52
Total	48	0	0	31	0	0	0	0	0	79

Number of ELLs who have an alternate placement paraprofessional:

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 Spanish	1		6		4		4		5		2								22	0
SELECT ONE Russian	1				0														1	0
SELECT ONE Other	4				3		3												10	0
TOTAL	6	0	6	0	7	0	7	0	5	0	2	0	0	0	0	0	0	0	33	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	6	2	4	1	6	1								20
Chinese														0
Russian														0
Bengali			1											1
Urdu														0
Arabic														0
Haitian			1											1
French				2										2
Korean														0
Punjabi														0
Polish			1	1										2
Albanian														0
Other														0
TOTAL	6	2	7	4	6	1	0	0	0	0	0	0	0	26

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)	1	1		1		1								4

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)		1	2		4	1								8
Advanced (A)		5	7	6	6	6								30
Total	1	7	9	7	10	8	0	0	0	0	0	0	0	42

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	31	38	53	12	134
4	20	31	24	11	86
5	29	33	18	12	92
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

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									0
7									0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs? (Eclass, El Sol, Fountas and Pinnell, TCRWP) What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response?

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

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

K	1	2	3	4	5	
RR1	N/A	-45%	-26%	-29%	-33%	-65%
RR2	-.06%	-20%	-21%	-27%	-20%	-47%
RR3	-38%	-30%	-14%	-34%	-27%	-55%
RR4	-19%	-18%	-15%	-40%	-37%	-47%

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

# of Levels	1	2	3
RR2		25	8
RR3		20	7
RR4		20	20

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

The trend that we have noticed is that if students who start school without previously attending pre-school or kindergarten they will not gain proficiency level on the LAB-R in all modalities. The 2012 NYSESLAT data reveals the 19 students from grades K-5 reached a proficiency level in all four modalities. The data also revealed that nine students increased their levels, thirteen students stayed at the same level. Only four students went down in their proficiency level. The level reached by the nine students that took the test for the first time are: six students are at a beginner level and three students are at an intermediate level. There were 8 students who took the LAB-R in September. Out of the 8 students who took the test the average score on the Listening and Speaking was 18. The average score for Reading and Writing portion of the test was 5. This has shown us that the students need extra help in reading and writing from the ESL teacher and the classroom teacher.

NYSESLAT

Advance	Intermediate	Beginning	Same	Down	Proficiency
8	19	8	13	4	19

LAB-R

Advance	Intermediate	Beginning	Proficiency
5	0	1	2

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](#))

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

NYSESLAT Modalities 2011

	Listening	Speaking	Reading	Writing
Beginner	3		12	
Intermediate	7		12	
Advance	12		18	
Proficient	29		17	

Of the sixty ELL students our school serves, we find a large number of students score at the advanced level. As students move through the grades students improve in their abilities on the NYSESLAT suggesting that achievement improves over time. When we observe our students' test scores according to modality, we see the following pattern that the greatest amount of proficiency levels is gained as the student advance in grades two and up in listening and speaking but the students have difficulty reaching a proficiency level in reading and writing. However, the students did advance reading and writing in grade two and up. The ESL teacher uses A-Z reading for small group instruction to assist the students in reading and writing. The students use reader's theatre from A-Z reading to help the students with fluency that will develop their listening and speaking skills as well as their vocabulary. The teacher also uses components of A-Z to help the student build their prior knowledge by writing about the topics of study in Social Studies and Science.

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

4. For each program, answer the following:
 - a. 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?

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

level two, one student scored a level three, and one student scored a level four. In Math one student scored a level one, two students scored a level two, two students scored a level three, and one student scored a level four.

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

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

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

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

5. 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](#).)

Classroom teachers use quarterly assessment results when creating differentiated instruction. As an initial step, teachers will identify students that are exceeding standards and in need of academic support. When crafting classroom lessons, teachers will align lessons based on the academic need of the majority of the class. RtI levels are implemented to provide ELLs with targeted instruction based on individual academic need. Teachers will use multiple sources of assessments (e.g., conferring notes, performance based assessments, etc.) to determine areas to target. Students are provided with smaller group instruction and additional scaffolds within higher levels of the RtI model.

6. How do you make sure that a child's second language development is considered in instructional decisions?

The school's ESL teacher meets monthly with the school's implementation team (SIT). During those meetings, students' IEPs are discussed as well as the needs of ELLs. The ESL teacher is the advocate at SIT meetings following up with current needs of a child's second language development within instruction. In addition, we use the schoolwide running record and a Spanish running record.

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?

a. Students in the Dual Language program are given running records assessments in Spanish and EL SOL Spanish.
b. The level of language proficiency in the second language for EPs varies throughout the Dual Language program. Every grade has its own level to be met.

c. ELL proficiency levels for 2013 ELA State Exam 42%

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

Based on NYS Exam scores and the NYSESLAT exam scores.

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](#).)

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey which includes the informal oral interview in English and in the

native

language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial

screening, administering the HLIS, the LAB-R, and the formal initial assess. Also describe the steps taken to annually evaluate ELLs

using the NYSESLAT. Prior to the registration of the students, the Dual Language coach hosts tours to inform parents about the dual language program that the school has to offer. The Parent Coordinator also conducts weekly tours to explain all the programs that the school has to offer, General Education, CTT, Dual Language, Gifted and Talented and ESL. During registration all parents or guardians of newly enrolled students are required to complete a Home Language Survey that is administered by trained pedagogues. It is extremely important to the school to actively engage the parent or guardian during the home language identification process to initially determine whether a child may require ELL services. During the registration process the Pupil Personel Secretary refers the parents to the Home Language Identification Survey team. The team members are Mr. Fouche, the licensed ESL teacher who speaks Haitian, the Dual Language Coach who speaks Spanish and the Parent Coorindator who speaks Spanish as well. This process also includes and interview in the parents' home language. One of the team members will discuss with the parent or guardian the importance of filling out the HLIS, to inform the school staff of the language spoken in the home. The student is also given an informal interview in English to determine their native language. If it is determined that the child's native language is a language other than English the Dual Language Coach will conduct the interview in Spanish and if the student's home language is Haitian, is conducted by the school's Haitian speaking ESL teacher. The ESL teacher will also coordinate with the Parent Coordinator to conduct informal interview with students of other languages using the Translation Department of the Department of Education. At the beginning of each school year the pedagogue who administers the LAB-R or Spanish LAB reviews the guidelines provided by the DOE to administer the tests. At registration, the HILS team will conduct an initial informal interview with the parent and the child. Then one of the pedagogues will give the parent the HLIS in their perferred language to complete. If the parent speaks a language other than Spanish or Haitian the ESL teacher will have the Translation Department of DOE assist the parent in completing the HLIS form. If the HLIS indicates that your child uses a language other than English, the HLIS team will explain to the parent that the student will be administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). The performance on this test will determine the child's entitlement to English language development support services. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she will also be administered the Spanish LAB by a licensed Dual Language coach or a teacher from the Dual Language program if the coach is not available to determine language dominance. Then the parents or guardians will be provided with notifications and information to regarding the student's ELL program eligibility once the administration of the LAB-R or Spanish LAB is completed. The parent will then be informed of the parent orientation meeting to discuss the choices available at the school to service the ELL student. The ESL teacher will also give a sample of the NYSESLAT to the parent as part of the documentation packet to help the parents support their child becoming English proficient for their grade level. The ATS reports that are used to identify the students for the NYSELAT are the RLAT and the RMNR. The NYSESLAT is first used to identify if the student will need to continue ESL services. If the student has passed the NYSESLAT, the student will still receive extended time on all state tests for the next two years. The school uses the NYSESLAT to measure the students' gain as they progress to proficiency in each of the four modalities of listening, speaking, reading, and writing to determine the areas of need to assist the students in gaining an overall proficiency in English language skills for their grade. This information also provides for the ESL teacher on how to group the students according to their grade level or the proficiency levels of beginning, intermediate, and/or advance. This allows the pedagogue to place the students in a strategic heterogeneous or homogenous linguistic grouping that best fits their needs of the students in ELA or Math and other content area subjects. One administrator will set up the test with the ELS teacher, the Special Ed teacher and the Dual Language coach. Each teacher will administer the test in all four components of reading, writing, listening and speaking to a group of students over several days to ensure that all students have taken the test and that the grid sheets have been appropriately marked for scoring purposes. The Dual Language pedagogues also can determine how much instructional time should be spent in the native language and in English.

The scores from the NYSESLAT will help the pedagogues to determine the most suitable amounts of time of English as a Second Language and English Language Arts of instruction time. The team also uses the information to develop the student programs based in the modalities the students need to become proficient in to pass the NYSESLAT test.

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.

During registration of the student to PS 163, the ESL Teacher or the Dual Language Coach determines if the student(s) is eligible for bilingual/ESL program and services. After the student is tested on the LAB-R, and based on the score the ESL teacher notifies the parents if the students is eligible or non-eligible for services. The ESL teacher will then conduct a orientation in September to inform the parents of the services that are available for their children. The session is conducted in English and Spanish and other languages with the help of the Parent Coordinator, parent volunteers or through the use of the Translation Department of the DOE. The parents are then shown a video explaining the choices and are encouraged to ask additional questions about all three programs that are offered. During the meeting, parents are informed of the range of programs at the school and the advantages of each option for their child. They are requested to sign a choice letter to determine their interest in a program options (Freestanding ESL or Dual Language). We actively encourage participation in the Spanish Dual Language Program. Based on the parent's choice the student is placed in one of the programs at the school. Parents who do not take advantage of the orientation session are contacted by the Parent Coordinator to reschedule another orientation session with the ESL teacher. Orientation session for parents who could not make the previous orientation sessions are then conducted at the parents' convenience. Sessions are often conducted before and after school hours. Prior to the orientation meeting parents are given the entitlement letters and invited to the orientation. At the meeting the parent survey and program selection forms are distributed. The parents are given time after the orientation session to complete all the forms and hand the forms in prior to leaving the school. If a parent needs more time to choose the program that best fits the needs of the child, the Parent Coordinator will sit with the parent and further discuss the programs that are offered at the school. If the Parent picks the ESL program the student is placed in a group that meets their needs according to the score on the LAB-R test. If the parent chooses the Dual Language program the student will remain in their original assigned class or be placed in the Dual Language class. If the parent chooses a TBE program the parent is given the information on the schools that have the program. The parent is then instructed to visit the school to be better informed. In the meantime the student is placed in the parent's second choice. During the orientation sessions the parents are informed in English and Spanish and their native language through the help of the Parent Coordinator, parent volunteers and the Translation Department of the DOE, that the students will be given instruction in English based on their proficiency levels from the LAB-R scores. The students will receive instruction in English from 180-360 minutes in small group instruction from phonemic awareness to guided reading groups. The instruction will take place during the Reader and Writers workshop, Social Studies, and Science programs as well as using computer based programs that help students acquire language through the listening and reading of abridged books and short stories . The parents will also be informed that ESL program for the students will be in both a push-in and a pull-out format. In the Dual Language program the students will be given instruction in English and Spanish. In the kindergarten grade the instruction is given in a 90/10 split of Spanish and English. In grades one and above the program split is with alternative days of English and Spanish and a half day on Fridays. The ESL teacher along with the Parent Coordinator explains all three programs in the parent orientation. The first program and explained to the parents is the Transitional Bilingual Education program is introduced to the parents by explaining the instructional components of the program. The Transitional Bilingual Education program is designed so that students develop conceptual skills in their native language as they learn English. The transitional program of instruction includes: an ESL component is designed to develop skills in listening, speaking, reading, and writing in English; content-area instruction in the native language and English designed to teach subject matter to ELLs; and a Native Language Arts (NLA) component is designed to develop skills in listening, speaking, reading, and writing in the students' home language while cultivating an appreciation of their history and culture. As the students develop English language skills, time in the native language decreases. When ELLs reach proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT), the student is placed in a monolingual class in English. The parents are then informed that the Dual Language programs are designed to continue developing students' native language, as well as English language skills, throughout schooling. In addition, monolingual English students are given the opportunity to learn a second language. Dual Language programs serve both language-minority students in need of English language development and monolingual English-speaking students who are interested in learning a second language. Dual Language programs have a very clear language policy: students receive half of their instruction in English, and half of their instruction in the second language. The Languages are taught through content areas as well as through literacy. In the Dual Language program the second language taught is Spanish.

The final program that is discussed at the parent orientation is the Freestanding ESL program. It is explained to the parent that the students in ESL are taught in English using ESL methodologies and native language support for a specific amount of time as determined by their child's LAB-R or Spanish LAB. The parents are also informed that at the elementary level, there are three

organizational models: push-in, pull-out, and self-contained. The Push-in model program is when a licensed ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. The Pull-out model is when a licensed ESL teacher works with ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction.

3. Describe how 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 [\[see tool kit\]](#).)
PS 163 adheres to the state requirements that requires ELLs to be placed in the appropriate program within ten days of enrollment. Therefore the Parent Coordinator and the ESL teacher worked together to get the parents to return the Parent Surveys and the Parent Selection forms quickly. Prior to the orientation meeting parents are given the entitlement letters and invited to the orientation by the ESL teacher. The Parent Coordinator assists in the distribution of the entitlement letters and reminds the parents to attend the meeting when they are dropping-off and picking-up their children. The Parent Coordinator also reaches out to parents through phone calls to remind them of the orientation meeting. At the meeting the parent survey and program selection forms are distributed. The parents are given time after the orientation session to complete all the forms and hand the forms in prior to leaving the school. If a parent needs more time to choose the program that best fits the needs of the child, the Parent Coordinator will sit with the parent and further discuss the programs that are offered at the school. The parent's choice is coupled with program availability to determine program placement for ELLs. If the parent picks the ESL program the student is placed in a group that meets their needs according to the score on the LABR test. If the parent chooses the Dual Language program the student will remain in their originally assigned class or be placed in the Dual Language class that best meet the needs and the learning style of the student. If the parent chooses a TBE program the parent is given the information of the schools that have the program. The parent is then instructed to visit the school to be better informed. In the meantime the student is placed in the parent's second choice.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Most of the ELL parents often speak a language other than English therefore; the schools uses the translated Departmental materials (brochures, DVDs) and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed. Informational and question-and-answer sessions are provided to the parent in September and throughout the year through group orientations or one-on-one meetings, phone conversations, district presentations, or at the very least, through informational packets. The Parent coordinator and other designated staff members work closely with supervisors (assistant principals, bilingual coordinators), network specialists, and ELL specialists to coordinate school events for ELL parents and deliver information to them in a timely manner. After the parent orientation the students is placed in a class according to the parent selection form. Before the student is placed in a class it is discussed with the parent the best class based on the Parent Selection for the student's learning needs. This conversation is held with the administrative team, the HILS team members, and the parent. This allows the parent to feel completely comfortable with their choice for their child.
5. 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.
After reviewing the parent information, it is properly maintained and stored in the student's cumulative file to ensure that the school has honored the parents' choice and followed the request of the parent from the parent orientation. This process will allow the school can to maximize the parent's choice by being able to review whether or not the school is meeting the parents' needs as indicated on the parent selection form. The HILS form, the Parent Survey and the Parent Selection form are also placed in the students' cumulative file as well as stored with the ESL teacher and an administrator. This allows the Parent coordinators, as well as other designated school personnel to be able to access these forms and store the information throughout the year in a centralized location. The program requests are aligned with the parent choice. Many Spanish speaking parents whose children are ELLs tend to place their children in the Dual language program. At the start of the 2011-2012 school year there are 60 students who are a part

of the ESL population. During the 2010-2011 school year the school served a total of 71 ELLs across the student population. There were a total of 46 newcomers with zero to three years of service, six of the students were special education students, 25 students who received service from four to six year, and one student was a long term ELL. The majority of the newcomers were served in the Dual Language program with the ELLs received four to six years of service in our ESL program. All the special education ELL students were served through ESL services. Thirty-five of the ELL students came from Spanish speaking households while two students came from Haitian Creole language backgrounds and one from a Chinese speaking background. During the 2010-2011 nine families requested to place their children in the Dual Language program for the kindergarten and seven families placed their children in the Free-standing ESL program. During the 2009-2010 program, 16 families choose to the Dual Language program as compared to the 54 families that selected the Free-standing ESL program. Sixteen students who attended the Dual Language program were newcomers of zero to three years, which suggested and increase awareness of the programs the school offered. We believe that the preference for placement in the dual language program is the result of direct outreach to the community, tours where parents may observe the high quality of instruction we provide and opportunities for parents to discuss the program with our dual language coordinator. The high interest in the program may be the result of the 90/10 model we are using for instructing students in our kindergarten dual language program. This model was introduced in the fall of 2008 and will continue during the 2010-2011 school year. In the lower grades, our programs is aligned with parent request as evidenced by the parent surveys. However, in 2010-2011 the Dual Language program for the fourth grade students was close. The students then became a part of the gifted and talented class in the forth grade. To ensure that our school can offer a comprehensive program throughout the grades, our school redesigned the class into the gifted and talented monolingual class. The dual language students received instruction in Spanish two days a week through supplemental services from a F-status teacher. If in the future the school is faced with declining enrollment, the school can merge two classes into one class and maintain the program.

6. 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 our school is aligned with the parent request. The current and past Parent Surveys and Parent Selection forms indicate that the school is meeting the needs of the parents by offering the program selections that they have requested. At PS 163 currently offers two Dual Language classes in kindergarten. The school also offers a Dual Language program in grades one through three. In grades three and four the Dual Language programs offers a gifted and talented class in dual language. The chart below shows the number of classes in each grade in for both the Dual Language and ESL program. Students who receive ESL are often clustered in two classes on each grade so that our service provider can easily serve those students.
- ELL Program breakdown K 1 2 3 4 5 Total Dual Lang

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])?

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

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

The ESL instructional program model includes a pull-out and a push-in model. During the push-in program the ESL teacher works with ELLs during content instruction in collaboration with regular classroom teacher to provide language acquisition and vocabulary support while retaining content instruction time. During the pull-out program the ELL student spends the majority of their day in an all-English content instruction and students are brought together from various classes for English-acquisition-focused instruction. The teacher will align the instruction to the needs of the student based on the content area that the students are working on to help build the students' prior knowledge. The ESL teacher plans carefully with the general education tea

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)?

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

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

Dual Language In Dual Language program the targeted language is Spanish. The Dual Language programs is designed to have students spend half of their instructional time with a target language immersion. The remaining part of the week is spent with English only instruction. In the grades one and up the school uses alternating-day models in which language use for content areas alternates from day to day. Students learn to read and write and receive instruction in other disciplines in both languages.

However, for emergent literacy, extra time is dedicated to the rules and concepts of each language. The lower grade is immersed in 90/10 split of Spanish and English immersion. This is to help the student in emergent literacy, math and content area extra time for language acquisition. The students receive dedicated reading time in each language.

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

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

so they can draw on their backgrounds knowledge and experiences for content while continuing to improve their English language acquisition skills. The Dual Language program transfers literacy skills from a child's home language in Spanish to a child's second language of English. Students are able to acquire literacy more effectively in the language most familiar to them. Skills used in native language acquisition (e.g., making sense of print, using writing to communicate, playing with language structure, developing vocabulary) are skills that a child uses to foster a more successful acquisition of English literacy. The learner can transfer their dominate language into English to build their understanding of reading strategies, background knowledge about texts, and knowledge of concepts from their native language. Dual Language program is also designed to continue developing students' native language, as well as English language skills, throughout schooling. In addition, monolingual English students are given the opportunity to learn a second language. Dual Language programs serve both language-minority students in need of English language development and monolingual English-speaking students who are interested in learning a second language. Both groups provide good linguistic role models for each other and, through their interactions language is development in both languages.

The Kindergarten classes follow the eighty/twenty model. The daily language of instruction is Spanish with one period designated for ELA instruction. Specials are conducted mostly in English. During the 37.5 period, the students receive additional English language literacy instruction. The two first grade classes follow the sixty/forty model. On Mondays and Wednesdays all subject area instruction is in English. On Tuesday, Thursday, and Friday instruction is in Spanish. During the 37.5 period, the students receive additional English language literacy instruction. The kindergarten and two first grade classes include 50% of students who are English dominant and 50% who are Spanish dominant or bilingual. Students in those classes were interviewed to determine language dominance. Selection was based on the DOE admission policies; parent interest and commitment; as well as the student's language dominance. The increased amount of Spanish instruction in the kindergarten benefits both linguistic groups of students, as they move through the grades. Free Standing ESL Program Students in freestanding ESL programs receive all instruction in English with native language support. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English-proficiency levels. The academic content-area in English is supported by the ESL methodology and instructional strategies with native language support to make content comprehensible. The goal of the student in ESL is to for all students to achieve the state-designated level of English proficiency for their grade and to meet or exceed New York State and City Standards. In order to maximize English language acquisition for ELLs, the ESL and classroom teachers work closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of ELLs. The instruction for the ELLs is aligned to ELA standards. For beginner- and intermediate-level students, 360 minutes per week of ESL are required, and for advanced-level students, 180 minutes per week are required. Students who exhibit inadequate growth on reading assessments will receive an additional 30 minutes per day in literacy instruction using a reading intervention focused on helping them achieve grade-level proficiency in each essential reading component (phonemic awareness, phonics, letter recognition, and writing).

ELL students are grouped together in general education classes. It is our goal to encourage push-in instruction for students wherever possible. Where it is not possible to provide push-in instruction, students will be grouped by proficiency level and given instruction to develop their literacy and comprehension skills through a computer generated program, Raz-Kids, Learning A-Z, and Acuity to assist students in reading comprehension and vocabulary development. The ESL teacher will use the same curriculum as the classroom teachers using scaffolding methods of total physical response, small group instruction, graphic organizers and realia. The students are group together based on their proficiency level on the NYSESLAT or LAB-R. The computer generated program allows the ESL teacher to address the areas of need for students in reading and listening based on their scores on the NYSESLAT or the LAB-R and their running record levels. The ESL teacher will confer with students individually to ascertain all the new vocabulary acquired in the reading program as well as review with students the necessary reading strategies that need to be acquired to answer the reading comprehension questions correctly. Where necessary the ESL teacher will provide the students with appropriate scaffolding for understanding new words through context clues and reinforce the reading strategies taught in the students' class for phonemic awareness. For push in ESL services, the ESL teacher coordinates the activities with the classroom teacher. The classroom teacher teaches the mini lesson and the ESL teacher follows up by reinforcing the concepts and providing clarification. The ESL teacher differentiates instruction to meet the linguistic and academic needs of the individual students by providing assistance with the concepts using the four modalities of listening, speaking, reading and writing to developing knowledge of content specific vocabulary, use vocabulary and concepts in their writing, and reading.

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

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

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

Dual Language Classroom Environmental Supports

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

Math in the Dual Language Classroom

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

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

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

Entire school RR levels as the students progressed to the prescribed reading level set by Teacher's College. K12345

1. RR1 N/A -44%
 2. RR2 -9% -23%
 3. RR3 -.06% -16%
 4. RR4 -1% -16%
- 42% -44% -38% -39% -33% -38% -29% -35%

-47% -55% -42% -50% -48% -57% -53% -55%

Number of levels #ofLevels

- 2. RR2 0
- 3. RR3 6
- 4. RR4 5

jumped by ELL students over the school year.

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).

Differentiating Instruction

In order to create and promote the appropriate climate for ELLs to succeed, teachers actively engage, and assess the learning styles of the ELL students to provide the students with differentiated instruction. The ESL teacher, the Dual Language teachers

and

the Classroom teachers review the scores that the students have obtained on the NYSESLAT and the LAB-R as well as sample

test to

create lesson plans that meet the needs of the students. This is a learning process for the teachers and therefore it is continuously necessary for teachers to collaborate and adjust the content, process, and product in response to the readiness, interests, and learning profiles of their students. In order to be successful members of a rigorous academic environment, the ELLs are given the needed scaffold instruction to access curriculum. These scaffolds are temporary, and the processes of constructing those scaffolds are removed when the student no longer needs them. The scaffolds used in units of study are placed purposefully to teach specific skills and language. Once students learn these skills and gains linguistic and content knowledge, these scaffolds are no longer needed. Since each child moves along his/her own continuum, and while one child may no longer need the scaffolds, some

students

may still depend on them. Thus, there is a constant evaluation of the process for the ELL students to assure that scaffolds are used successfully. The scaffolding types used for ELLs are:

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

Our school takes running records for students four times yearly in English and twice yearly in Spanish. Based on those outcomes

the

students are placed in guided reading or strategy reading groups where they receive necessary small group reading support using ESL strategies to ensure that students understand vocabulary and are making adequate progress in comprehending text. These services are also available in our dual language program. As students become increasingly proficient the extra scaffolds and supports are withdrawn. Extra academic support is available in the form of extended day, and as the year progresses in the form of after school groups. For students in the first grade our school provides two hours of weekly after school support for

twenty

weeks to help students understand the decoding aspects of reading and promote vocabulary development and reading comprehension.

PS 163 provides targeted intervention for ELL students in ELA, math and content areas during our extended day program, within small groups in classrooms and in after school. Teachers conduct assessments of students in reading and in math throughout the

year. Based on these outcomes, teachers provide targeted small group work to help students learn concepts and develop skills. The results of assessments are shared with the ESL teacher so he too may work on specific skills during ESL instruction. ELL students

participate in extended day where they work on ELA three days per week. Teachers engage students in guided reading and in depth work on reading comprehension. The math instruction for these students is set up through EDM math games to enhance their learning skills that were identified as areas of need on the baseline and unit math assessments are addressed.

a. Describe your instructional plan for SIFE. SIFE students who are Spanish speaking are encouraged to participate in the dual language program. Students also receive academic support through AIS and participate in the after school, in addition to the extended day program. The SIFE students

who speak another language other than Spanish are encouraged to participate in the general education program with ESL services. The instructional plan for SIFE students is designed to work with students who are at an early grade reading level in English and/or

their native language. The school provides instruction to assist the student's language, literacy, and content understanding. The ESL teacher works collaboratively with the classroom teacher to support the lesson on developing phonemic awareness and phonic

skills using Foundations. Vocabulary development is taught in reading workshop through word study and context clues. Reading comprehension and writing is also taught in the reading and writing workshop to help students develop reading comprehension, fluency, and content knowledge. Writing is taught to expand the students core knowledge and to expand and reinforce literacy.

b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.

Depending on how much the student has progressed over the year for the upcoming school year students will continue learning phonemic awareness through Foundations. The ESL teacher will continue to support in the ESL program with Foundations for reading

and writing, read aloud for fluency and listening skills. Foundations and read aloud were also used to help the students develop and improve reading and comprehension skills with the introduction of new word and unfamiliar words. As students progress and start to acquire vocabulary they are given instruction in reading through guided reading to understand the elements of a story.

c. Describe your plan for ELLs receiving service 4 to 6 years. Students who are receiving service from the past 4 to 6 years are given ESL instruction in small group instruction through guided reading. The ESL teacher will work with the classroom teacher and review the running records conferences to assess the students'

reading levels and the next steps for the student. The ESL teacher will also assess the students reading knowledge to design the small group instruction to meet the students' needs in understanding different reading concepts and structures.

d. Describe your plan for long-term ELLs (completed 6 years). If a student has been a hold-over in grades K-5, then the school will implement an AIS protocol for the student to be enrolled in Extended Day for ELA with guided reading instruction in small group work before school and during school time. The student

will also be enrolled in after-school for help in mathematical concepts. The student will receive test-preparation for ELA, Math, and the NYSESLAT as well. The Parent Coordinator will continue to keep the parent/guardian apprised of the intervention so that the parent knows the programs available to the student. The school will support former ELLs by: 1.) allowing for additional exam

time during state tests and after school programs with homework and study skills support

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?

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

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?

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

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

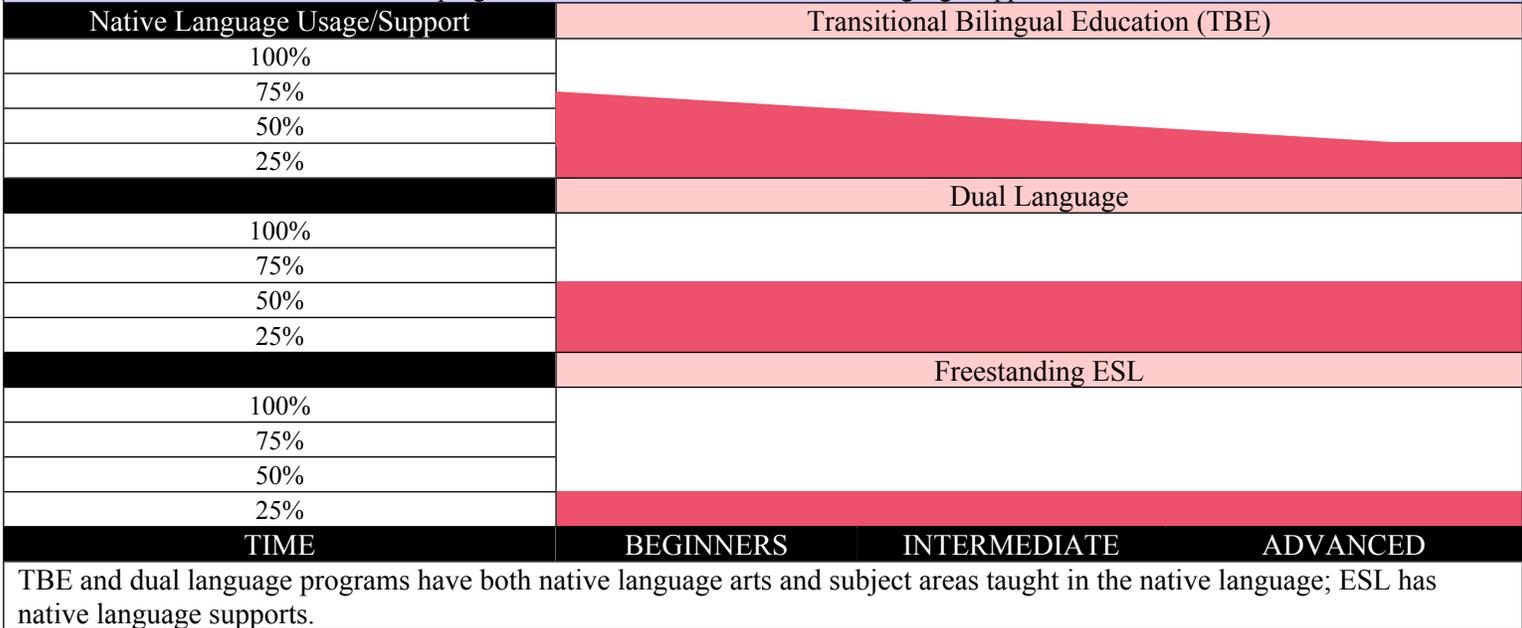
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



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.

Due to the budgetary constraints the targeted interventions are Extended Day where students work with a teacher in small groups in guided reading. The classroom teacher as well as the ESL teacher, and the Dual Language teachers work with the students in small groups for guided reading during the regular school day as well. The ELL students will also have the opportunity to participate in the after-school program to develop their math skill and gain a greater understanding of mathematical concepts. A Dual Language teacher in the after-school program will work directly with a group of ELL students. If there is money available the school will also employ an F-status teacher to work with small groups of student in reading and in math. The F-status teacher will work with ELL learner amongst the group of non-ELL students for both subjects. The F-status teacher will first work with the students in the upper grades in reading and math. After the state-wide test the F-status teacher will work with the students in the lower grades. The test preparation books are Kaplan Advantage, Focus and Reader Workshop for the ELLS. A Dual Language teacher will work with the ELL students during an after-school program to ensure that the ESL scaffolding strategies are used to assist the students as well as their native language of Spanish when necessary. During the day the ESL teachers and the Dual Language teacher use Getting Ready for NYSESLAT as test prep. During extended day the ESL teacher will meet with a group of ELL students to work on their listening and speaking, reading and writing skills using RAZ-kids, One More Story, Focus and guided reading books. The first grade teachers will use the program Food for Thought by integrating ELA and math skills in an after-school program.

The ESL teacher will also work with students on the computer generated program Raz-Kids and One More Story. The purpose of the computer reading programs are to help the students strengthen the modalities of reading and listening skills. The classroom teachers will use the Acuity program to help students strengthen the reading and math skill in various standards and skill groups that they are struggling through to become more proficient over time. The students will also work on their writing skills through bi-monthly prompted writing performance based assessments. On the alternative weeks the teacher will assess the student's work to improve the student's grammar skills and sentence structure through the prompted writing PBAs. This will assist the students in improving their writing skills to gain a proficiency in the writing modality.

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

The effectiveness of our current program is monitored via our quarterly running records (RR) assessments. Historical trends have shown that the majority of our students classified as ELLs move an average of 2-3 RR levels per academic school year. RR assessments measure a student's literal and inferential understanding of a text accounting for their growth within content knowledge. There are two portions of the RR assessments that allow for monitoring of language development: 1.) During the read aloud portion where the RR assessment administrator checks for reading accuracy and 2.) During the comprehension component where students are asked to answer literal and inferential questions following the reading of a text.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The ESL Teacher, Dual Language Teachers and Classroom Teachers use student performance data from multiple assessments

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

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

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

16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

At the time of pre-registration the Parent Coordinator will work with families of potential students by advising them of the best program for enrollment. The Parent Coordinator will work with the families to help them become more familiar with the Dual Language program and the benefits of starting the child in the DL program in Kindergarten. The Parent Coordinator shares with the parent the benefit of having the student to continue their growth in their native language of Spanish while learning English. If the child is starting in first grade the Parent Coordination will work with the family to enroll the student in ESL program.

17. What language electives are offered to ELLs?

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

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.

At the time of pre-registration the Parent Coordinator will work with families of potential students by advising them of the best program for enrollment. The Parent Coordinator will work with the families to help them become more familiar with the Dual Language program and the benefits of starting the child in the DL program in Kindergarten. The Parent Coordinator shares with the parent the benefit of having the student to continue their growth in their native language of Spanish while learning English. If the child is starting in first grade the Parent Coordination will work with the family to enroll the student in ESL program.

18. What language electives are offered to ELLs?

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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)?

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

Both EPs and ELLs, in the Dual Language Kindergarten class, receive literacy and content area instruction in Spanish for 80% of each day. English language instruction occurs during a specific daily ELA period. The focus of the ELA period is the development of English literacy. To achieve this goal, the teachers utilized Read Alouds, Shared Reading, Interactive Writing, and Foundations. The English language is also used during most of the specialty periods such as art, music, gym and science. Students, who require additional literacy support, attend the school's extended day program four days weekly. Instruction in the extended day is provided in English.

The language allocation for the kindergarten class was changed several years ago from 50/50 to 90/10 because the school felt that both EPs and ELLs would benefit from having more Spanish in the kindergarten. The ELLs would have the benefit of building on their home language. The EPs would also benefit by building a greater vocabulary. Since we implemented this change, most of the kindergarten students have met the end of the year grade level benchmarks in both English and Spanish.

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

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

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

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

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

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

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

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

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

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

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

2. Teachers of ELLs are offered the following professional development (PD) opportunities to support ELLs as they engage in the Common Core Learning Standards: two schoolwide PD days prior to the start of the school year specifically targeting the implementation of Ready Gen, the Citywide Instructional Expectations, and implementation on the ELA instructional shifts; weekly Monday morning extended day professional development (facilitated by the school's administration) on the implementation of the Common Core Learning Standards; opportunities to join any bi-weekly grade level meetings where topics include: alignment of ELA curriculum to best support our students while meeting the needs of our students with disabilities and English Language Learners; schoolwide Election Day PD; and schoolwide Chancellor's Day PD.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

At PS 163, our parent and community activities are intended to address the needs and interests of our entire school population. Several Fridays a month throughout the school year, we offer a presentation or workshop called "Cafe 163" which is meant to inform and engage parents. Examples of topics are workshops for families of children with special needs, presentations by cluster

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

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>PS163</u>		School DBN: <u>03M163</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Donny Lopez	Principal		1/1/01
Andrea Woodhouse	Assistant Principal		1/1/01
Ana Crenovich	Parent Coordinator		1/1/01
Robert Fouche	ESL Teacher		1/1/01
Havo Velic	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Stella Morales	Coach		1/1/01
	Coach		1/1/01
Jennifer Smullian	Guidance Counselor		1/1/01
Lucius Young	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 03M163 School Name: The Alfred E. Smith School

Cluster: 4 Network: 408

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

Each parent whose primary language is a covered language and who requires language assistance services will receive a copy of the Bil of Parental Rights and Responsibilities. Written and oral interpretation services will be provided at curriculum nights, PTA meetings, workshops, parent meetings, and parent/teacher conferences.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Alfred E Smith	DBN: 03M163
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>60</u>
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 5
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Services for students in grades K through 2

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

Services for students in grade 3 through 5

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

Part C: Professional Development

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

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

Part C: Professional Development

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

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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