



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** P.S.163Q  
**DBN (i.e. 01M001):** 25Q163  
**Principal:** NICOLE BULLEN-STINCHCOMB  
**Principal Email:** [NBULLEN2@SCHOOLS.NYC.GOV](mailto:NBULLEN2@SCHOOLS.NYC.GOV)  
**Superintendent:** DANIELLE DIMANGO  
**Network Leader:** DIANE FOLEY

**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
Nicole Stinchcomb	*Principal or Designee	
Lisa Schiller	*UFT Chapter Leader or Designee	
Paula Freyeisen	*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	
Pamela Gathers-Bullard	Member/ Chairperson	
Irene Cohen	Member/ Secretary	
Reemy Lee-Gwon	Member/ Teacher	
Robertta Rowner	Member/ Teacher	
Christine Toskos	Member/ Teacher	
Jessica Liao	Member/ Parent	
Mei Yee Wang	Member/ Parent	
Judy Luong	Member/ Parent	
Eric Hsu	Member/ Parent	
Phillip Chambers	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	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ 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)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## 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 100% of all teaching staff will engage in Professional Development activities that focus on understanding the Stages of Second Language Acquisition to support English Language Learners and all students with developing the elements of language (i.e., vocabulary, phonological components, grammatical/complex language structures, and writing systems). This will enable students to successfully engage with and construct writing pieces based on their understanding, comprehension and research of complex texts and topics. Student progress will be measured utilizing CCLS aligned rubrics where at least 65% of all students are meeting or exceeding grade level standards on end of unit Literacy tasks.

### Comprehensive Needs Assessment

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

- Upon reviewing the Item Analysis from the 2012-2013 State ELA exams, students across grades 3, 4 and 5 struggled when responding to questions focused on the Common Core Language Standards and those Reading Information and Reading Literature standards that encompassed language, vocabulary and phrases relevant to understanding complex text. Across all grades 3, 4 and 5 the average was 62% of students responding correctly to questions that assessed these standards. In addition 47.2 percent of students met or exceeded grade level standards as evidenced on the State Exam Data and the 2012-2013 NYC Progress Report.
- When reviewing student work on the MOSL exams across all grades in ELA teams drafted summaries regarding areas of strength and areas for development. A common trend in the areas of development included transitional words and phrases, understanding complex sentences and the usage and understanding of academic vocabulary.
- Although students made significant progress on the 2012-2013 State NYSESLAT exams, the school would like to continue and improve upon this progress through a continued focus on the Reading and Writing components.

### 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. The staff will engage in Professional Development workshops with consultant from Literacy Support Systems in two cohorts. The cohorts will be differentiated by teacher's level of experience with this work. Cohort 1 will revisit Language Acquisition while targeting the development of Academic Vocabulary and Deconstructing Complex Text. The target focus for Cohort 2 will be understanding the phases of Language Acquisition and the Development of Academic Vocabulary.
2. During the period 1 Read Aloud (K-2) and Shared Reading (3-5) cycles teachers will continue their focus on Academic Vocabulary through growing words activities and begin to embed and construct questions that target students conversations at the various stages of language acquisition. This will enable students to engage in more talk developing their oral language and comprehension of complex text.
3. The staff will engage in in-house planning sessions and inquiry work to deepen their knowledge of the stages of language acquisition while constructing lesson plans that target and embed strategies supporting this work.
4. Writing, literacy and cluster program curriculum maps will include work around, academic vocabulary, grammatical functions and structures commonly found in Literature and Informational Text to support students with transferring this work to their writing and being able to recognize this work when reading complex text.

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

1. –All Teacher Teams (Inquiry, Grade Level, SWIT) will engage in Curriculum Mapping work. Per Diem Funds will be used to provide coverage. SBO option that includes 50 minute extended day for Inquiry will support this work as well.
2. Consultant from Literacy Support Systems will conduct Cohort Workshops. Per Diem will be used to fund planning days. Juicy Texts will be purchased for Read Aloud K-2.
3. School Administrators will facilitate in house planning sessions on the focus of language acquisition. Assistant Principal for ESL will be the lead admin for these sessions. Articles supporting language acquisition study will be reproduced.

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

1. IWeekly and/or Bi-Weekly DOK writing tasks at the end of the Read Aloud and shared reading cycle

2. Local Assessments (Unit Formative at the continuum of sections focusing on the language CCLS)
3. Interim assessments
4. ELA MOSL exams comparing Baseline to End of Year
5. NYS ELA and NYSESLAT Exams.
<b>D. Timeline for implementation and completion including start and end dates</b>
1. October 2013-June 2014
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ul style="list-style-type: none"> <li>• Staff CCLS Planning Days (every month or 6 weeks)</li> <li>• Weekly Inquiry Team Meetings</li> <li>• Six Professional Development Workshops with consultant from Literacy Support Systems.</li> <li>• Monthly Grade Level Meetings</li> <li>• SWIT Meetings 4 -6 times a year.</li> <li>• Parent Institute Workshops- Copies of PowerPoint's for Parents, Take Home Resources/Activities for Parents</li> </ul>

**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).

All parents will receive professional development around targeted elements of this work through the PS 163Q Parent Institute Classes. These classes will be videotaped and shared on the school website for all families to access. Translation Services will be secured for each of these workshops.

**Budget and Resource Alignment**

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

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>X</b>	<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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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 #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, 100% of K-5 classroom teachers will engage students with the Mathematical Standard for Practice: Making Sense of Problems and Persevere in Solving Them by implementing a revised Math Workshop Model focused on combining Conceptual Understanding, Procedural Skill/Fluency and Applications to real-world, multi-step Math Tasks. Student progress will be measured utilizing CCLS aligned rubrics where at least 70% of all students are meeting or exceeding grade level standards on end of unit Math tasks and are meeting or exceeding standards on the End of Year Go Math Exam.

**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.

- Upon reviewing the 2012-2013 NYS Math Item Analysis there was a persistent trend regarding the relationship between standards that were assessed in the multiple choice portion of the exam and the same standards when assessed in the constructed response portion. For example: in grade 3, at least 75% of students chose the correct responses for multiple choice questions assessing standards 3OA3 and 3OA8, however when 3OA3 and 3OA8 were assessed in the constructed and extended response portions of the exam 45% of students did not receive full credit for 3OA8 and 54% received 1 or 0 points for 3OA3. This pattern was persistent across grades 4 and 5 as well.
- When reviewing the Early Grade Progress portion of the 2012-2013 Progress Report. The Average Student Proficiency was 2.95, 5 points away from Meeting

Grade Level Standards. This along with the trends in the 2012-2013 Math State Exams and classroom observation reports serves as an indication of the need to align and strengthen pedagogical practices in grades K-2. Students in the early grades have made progress as indicated by the prior year's End of Unit results where at least 86% of students across all grades K-5 responded to CCLS based questions correctly. However the transfer and application is an area the school we'd like to select as a continued focus as the gap in transfer was still evident in our MOSL next steps and Baseline Assessments.

- A study of Student work samples revealed comprehension gaps when reading Math Word problems and the need to increase student usage and understanding of Math Vocabulary.

### **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**

5. Math Lead Teacher and the administration used data from the needs assessment to construct a revised math workshop model that embeds the daily application of Conceptual Understanding, Procedural Skill/Fluency and Applications to real-world, Tasks.
6. The staff will engage in Professional Development workshops with the Math Lead Teacher and School Administrators on planning for and implementing all phases of the revised Math Workshop Model.
7. The Math Lead Teacher will facilitate a Teacher Inquiry Team whose focus will target deepening students understanding of mathematical concepts and its application to real world problems. This team will study student work samples and engage in inter-visitations to assess best practices and discern next steps. This team will turnkey their success, findings and strategies to their colleagues.

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

1. Grade Level Administrators will provide professional development and model lessons to support teachers.
2. Math Lead Teacher will provide professional development and support planning sessions. - This Professional Development will focus on planning, instructional materials and lesson delivery.
3. Teacher Teams focusing on writing in math will turnkey information and findings to all teaching staff. Will be used as model rooms for staff to study.
4. The revised Math Exemplars will be purchased to provide the staff strong examples of real-life Mathematical Word problems.

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

1. In-House Assessments-GO Math Baseline Assessments, Mid-Chapter Check Points and End of Unit exams) Interim assessments, End of Unit Tasks
2. Local Assessments-Math MOSLs)
3. NYS Math State Exam

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

1. October 2013-June 2014

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

- Monthly Lunchtime PLCs
- Monthly Grade Level Meetings
- Network Level Math Workshops-teacher coverage using per-diem funds
- SWIT Meetings 4 times a year using teacher per diem and/or per session funds
- Staff CCLS Planning Days (every month or 6 weeks) teacher coverage using per-diem funds
- Parent Institute Workshops- Copies of Powerpoints for Parents, Take Home Resources/Activities for Parents

### **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).

All parents will receive professional development around targeted elements of this work through the PS 163Q Parent Institute Classes. These classes will be videotaped

and shared on the school website for all families to access. Translation Services will be secured for each of these workshops.

**Budget and Resource Alignment**

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

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>	<b>X</b>	<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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.

By June 2014, school leaders will conduct four to six formative observations on all teachers based on their selection of Option 1 or 2 and provide feedback and support aligned to the teacher’s developmental needs to improve instructional practices using the Charlotte Danielson Framework for Teaching as a measure to monitor growth. This growth will be evident in at least 70% of pedagogues’ observation feedback aligned to the four domains over the course of one school year.

**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.

In 2012-2013 100% of teachers participated in at least 4 observation/feedback cycles (some receiving at least 6) with their grade level supervisors and received feedback within 1 week of the visit. Through revisiting our cycle of support and feedback using a “Show not Tell” model to support teachers in implementing feedback, 86% showed progress in the target areas identified on their 2012-2013 PDP plans with at least 28% of those teachers making significant progress. All progress was measured using the Danielson rubric where teachers either moved one entire rating i.e. Developing to Effective or improved in Targeted Critical Attributes (focused on Domains, 1e, 2b, 3c, 3b and 3d).

Although school staff and administrators received support and became adept at using the Framework to focus on the 5 target domains mentioned above additional support is needed to ensure all staff and school administrators are properly trained on the implementation, relationship and calibration on all 4 Domains of the Danielson Framework.

**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. The DOE Talent Coach to support and train school administrators in coding, calibrating and providing feedback using the Danielson Rubric.
2. Network Team-monthly network meetings to support principals with providing feedback using the Danielson Framework
3. All school administrators-hold weekly meetings to share feedback and strategies for documenting teacher progress alongside the framework
1. All Teaching Staff

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

- Principal and Assistant Principals will engage in Professional Development walks with the DOE Talent Coach at least 3 times during the school year to support the coding of low-inference notes, calibrating and using the Danielson Framework to provide feedback on Domains 1-4.
- Principal and Assistant Principals will conduct at least 3 classroom visits as a team across grades supervised. This will allow for the exchange of perspective and the opportunity to provide additional, aligned support and feedback to classroom teachers as well as continue the work of providing feedback to support strategies practiced with the talent coaches.
- Principals and Assistant Principals will share classroom observations to develop a common language for providing written feedback using the Advance System.
- All classroom teachers will receive all feedback within 1-3 days of the observation.
- Teacher teams will also receive training on the Framework through engaging in activities provided by the Talent Coach to support their knowledge of the domains with a specific focus on the impact that 1a, 1b and 1e has on Domains 2 and 3. Artifacts from training sessions will be maintained in the PS 163Q Advance Binder created for all staff members.

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

- Administrative Calendar documenting progress towards implementing the observation cycles and the turnaround time for feedback.
- Teacher observations that show progress through the Domains (Danielson Framework) after implementing feedback and strategies from PD Offerings.
- Teacher feedback that documents best pedagogical practices that will move students towards engaging in activities to support the CCLS.
- Teacher feedback that documents best pedagogical practices that will move students towards engaging in activities to support the CCLS.
- Artifacts that support Highly Effective practices will be shared on the PS 163Q Blog

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

1. September 2013-June 2014

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

- Staff CCLS Planning Days (every month or 6 weeks) utilizing per diem funds to plan lessons and curriculum maps that include Highly Effective practices.
- Classroom Intra-visitations to share Highly Effective practices utilizing per diem funds.
- Monthly Staff Meetings where teachers will engage in the work of planning lessons studying how domains 2 and 3 are a direct reflection of 1a, 1b and 1e.
- SWIT Meetings 4 -6 times a year to focus on best practices utilizing copies of the Danielson Framework.
- Parent Institute Workshops- Copies of PowerPoint's for Parents, Take Home Resources/Activities for Parents

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).

All parents will receive professional development around targeted elements of this work through the PS 163Q Parent Institute Classes. These classes will be videotaped and shared on the school website for all families to access. Translation Services will be secured for each of these workshops.

**Budget and Resource Alignment**

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

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

**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.

**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.

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

- 

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

4.

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

- 
- D. Timeline for implementation and completion including start and end dates**
- 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
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**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
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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.

**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.

- A. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- B. Key personnel and other resources used to implement each strategy/activity**
- 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- D. Timeline for implementation and completion including start and end dates**
- 1.
- E. 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
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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**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<p><b>Leveled Literacy Intervention-</b> which supports a combination of reading, writing, phonics and word study, with an emphasis on comprehending strategies, attention to the features of nonfiction and fiction texts.</p> <p><b>Comprehension Toolkit-</b> supports students with strategies for close reading of complex informational text.</p> <p><b>Lively Letters –</b>supports student oral kinesthetics, imagery, hand cues, music, and mnemonic stories are heavily utilized to make it easier for students to learn and remember their letter sounds.</p> <p>These programs support repeated readings, shared and interactive writing experiences for students and directly aligned to the school’s reading and writing curriculum map</p>	<p>LLI, Comprehension and Lively Letters are used for small group instruction.</p>	<p>These services are supported during the school day and in before school programs.</p>
<b>Mathematics</b>	<p>Go Math Intervention- Provides students and opportunity to review or preview math skills using a computer based program. Although the program is a preview and review students are still engaging in the rigorous work of applying mathematical skills /concepts to real life problems.</p>	<p>Small group and one-on-one in classrooms</p>	<p>During the school day and before school</p>
<b>Science</b>	<p>Grades K-2 and 3-5 Comprehension Toolkits support students in engaging with strategies to read grade level appropriate complex texts in Science.</p>	<p>Small group</p>	<p>During the school day and before school</p>

	This will provide students with the content knowledge to successfully engage in real life tasks during their science labs.		
<b>Social Studies</b>	Grades K-2 and 3-5 Comprehension Toolkits support students in engaging with strategies to read grade level appropriate complex texts in Social Studies. This will provide students with the content knowledge to successfully engage in real life tasks during their Social Studies period.	Small group	During the school day and before school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Peer mediation, self-esteem workshops and strategies for organizing, dealing with the stress of and keeping up with classroom demands are provided by our School Guidance Counselor and Psychologist.	Small group and one-to-one	During the school day

**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.			
<b>x</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**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.

To recruit Highly Qualified Teachers the school has developed partnerships with Columbia University, St. John's University and Queens College. Students enrolled in the teacher education programs at these colleges are able to complete student teaching residencies and classroom observations at our site. This enables student teachers to engage in on-going professional development provided at the school level supporting the transfer of teaching methodology to real practice. This also helps the school when hiring and recruiting Highly Qualified Teacher's to support our learning goals.

A hiring committee consisting of teacher's on staff is another way the school ensures all teachers are Highly Qualified. This collaboration helps us as a school continue to hire practitioners whose beliefs aligns with our beliefs about how children learn.

**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).

All teachers currently on staff are deemed Highly Qualified as defined by NCLB. The team will continue to support teacher growth through the Inquiry Process, Professional Development Opportunities and utilizing the Charlotte Danielson framework as a tool for providing feedback and identifying next steps and best teaching practices. This work will also support the school in retaining Highly Qualified Teachers.

**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.).

The Parent Coordinator, Dual Language Community Associate and Guidance Counselor work closely together to identify and assess the needs of the families at PS163Q. Upon assessing the needs the team works closely with its families and local community partners to provide materials and support such as school supplies, clothing items, parenting workshops 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.).

The school holds parent open-house workshops run by the Assistant Principal for Early Grades, the Parent Coordinator, Guidance Counselor and the Dual Language Community Associate. These workshops include visits to the classrooms, informational sessions regarding preparing your child for Kindergarten and workshops that focus on the Common Core Standards students will engage with in Grade K. This summer the school will add an additional workshop outlining specific academic benchmarks parents can begin to support their children with to give them a head start with the expectations and goals of Kindergarten. The Guidance Counselor and Parent Coordinator will also hold a separate session explicitly for parents to prepare them for the transition they will face as their children take this next step and ways they can respond to support them.

**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.

This year a Local Assessment Team was formed at the school. The team is comprised of teacher and administrators. The team will review current assessment practices and its alignment in measuring the CCLS. The team will meet during the summer, before and after school to determine which Local Assessments would be reflective of the learning communities beliefs about how students learn and truly provide a measure of students progress with the CCLS. The team will meet 4 times

during the year to measure the effectiveness of current assessment practices alongside the selected local assessments.

**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).

# Public School 163Q

159-01 59<sup>th</sup> Avenue  
Flushing, NY 11365  
Phone: 718-353-2514 Fax: 718-460-4224  
[www.PS163.org](http://www.PS163.org)

Nicole Stinchcomb, Principal



Pamela Gathers-Bullard, Asst. Principal

Maggie Klocek, Asst. Principal

## **Parent Involvement Policy (PIP)**

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

- providing materials and training to help parents work with their children to improve their achievement level, through our newly developed 2013-2014 Parent Institute workshops. e.g., literacy, math, writing and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 <b>25</b>	Borough <b>Queens</b>	School Number <b>25</b>
School Name <b>The Flushing Heights School</b>		

### 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 <b>Nicole Stinchcomb</b>	Assistant Principal <b>P.Gathers-Bullard/M.Klocek</b>
Coach	Coach
ESL Teacher <b>Beth Davis</b>	Guidance Counselor <b>Ellen Mermelstein</b>
Teacher/Subject Area <b>Valerie Delegianis</b>	Parent <b>Paula Freyeisen</b>
Teacher/Subject Area <b>Maryann Catalanotto</b>	Parent Coordinator <b>Ruth Bauch</b>
Related Service Provider <b>Yuliya Borukhova</b>	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>8</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	<b>6</b>	Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>576</b>	Total number of ELLs	<b>210</b>	ELLs as share of total student population (%)	<b>36.46%</b>
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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): Chinese-Mandarin

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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>	2	2	2	2	2	2								12
<b>Freestanding ESL</b>														
self-contained				1										1
Push-In	20	12	12	0	12	0								56
<b>Total</b>	<b>22</b>	<b>14</b>	<b>14</b>	<b>3</b>	<b>14</b>	<b>2</b>	<b>0</b>	<b>69</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	210	Newcomers (ELLs receiving service 0-3 years)	181	ELL Students with Disabilities	18
SIFE		ELLs receiving service 4-6 years	29	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language	98			13			0			111
ESL	83			16						99
Total	181	0	0	29	0	0	0	0	0	210
Number of ELLs who have an alternate placement paraprofessional: 0										

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	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																
Chinese	27	23	21	26	18	29	15	25	8	33	9	53							98	189
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	27	23	21	26	18	29	15	25	8	33	9	53	0	0	0	0	0	0	98	189

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
<b>TOTAL</b>	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): <u>165</u>	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: <u>2</u>	Asian: <u>23</u>	Hispanic/Latino: <u>3</u>
Native American: <u>   </u>	White (Non-Hispanic/Latino): <u>   </u>	Other: <u>4</u>

**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	4	3	1	1	1	1								11
Chinese	22	19	13	5	13	7								79
Russian														0
Bengali														0
Urdu		1	1											2
Arabic			1											1
Haitian														0
French														0
Korean		1												1
Punjabi				1	1									2
Polish					1	1								2
Albanian		1												1
Other														0
<b>TOTAL</b>	26	25	16	7	16	9	0	0	0	0	0	0	0	99

## 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)	40	6	5	3	4	6								64

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)	0	12	9	2	12	6								41
Advanced (A)	13	28	20	17	17	10								105
Total	53	46	34	22	33	22	0	0	0	0	0	0	0	210

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	14	8	8	1	31
4	8	8	0	0	16
5					0
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	2	2	9	2	3	10	1	2	31
4	1	0	4	1	5	4	1	1	17
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	1	0	0	3	4	4	2	14
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	0	6	11	8	5	12	32	5

## 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.

To access the early literacy skills of our ELLs our school utilizes Fountas and Pinnell (F&P) and TCRWP. We have noticed that according to F&P reading levels, regardless of the ELL's age they are reading at a lower reading level than their English Proficient (EP) peers. This is due to their lack of vocabulary, low levels of phonemic awareness, and the inability to orally express themselves. After reviewing this data we must continue to emphasize decoding strategies, the use of visual aids and realia and modeling of language through shared reading and read aloud.

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

After examining the test results across the grades we noticed that the greatest number of beginner ELLs are represented in Kindergarten. This number tends to decrease as the students progress through the grades, however the trend does vary due to new enrollments in the upper grades.

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](#))

Paste response to question here:

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?

A. We compared the data from the Chinese reading test and the NYS ELA and noticed that more ELLs performed in the top percentiles when taking the native language test while the majority of ELLs scored in the bottom two levels when taking the ELA exam.

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](#).)

According to each ELL's proficiency level a service provider will accommodate their mandated hours of ESL service. The classroom teachers also meet the student's needs by providing scaffolded instruction.

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

During instructional planning times, teachers consider second language development by incorporating the following strategies into their lessons: picture walks, previewing vocabulary, visual aids, language frames, and shades of meaning/tiered words. Teachers also create small groups to best meet the language development needs of their students.

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. In the Dual Language (DL) program, EPs are assessed in the target language (Chinese) by taking the Chinese Reading Test. Also, throughout the year teachers assess students on their reading, writing, and speaking skills using teacher created benchmark assessments.

B. As DL students progress from K-5 their level of language proficiency increases in the target language. In kindergarten, students enter a 50-50 program where 50 percent of the class are EPs and the other 50 percent of the class are LEPs. By the time this group reaches 5th grade the majority of the students are fluent in both language. (This data does not account for new admits.)

C. Across the 4th and 5th grade, EPs in the DL program achieved predominately 3's and 4's on the statewide math exam. There was a small number of EPs who scored a level 2 on the statewide math exam as well. As for the ELA exam, the majority of EPs scored either a 2 or a 3, with only a few 1's and 4's.

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

We examine NYSESLAT data across grade levels to determine who is testing out, who is advancing, and if there are any students stalling. We also use state testing data to measure the success of our ELLs.

## 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](#).)  
The ELL Identification at PS163Q begins with an informal oral interview upon registration done by either the ESL teacher or a member of the administrative team who have all been trained in the interview process. The pedagogue administering the survey asks the questions listed on the Home Language Survey to determine the language of choice. At registration, parents complete a HLIS form, which determines eligibility for students to be tested as ELLs, based on home language. Interviews are conducted in the native language (Chinese, Spanish and English). School pedagogues conduct an informal interview with the students as part of the identification process. Once students are identified as ELLs, the Lab-R test is then administered within a ten-day period upon student registration. In addition to the ESL Teachers, the principal and assistant principals are also trained to administer the LAB-R. Those students who score at or below a cut-off score are identified as ELLs and are mandated to receive English as a Second Language services. Spanish speaking students are given a Spanish Lab test as part of the assessment for bilingual programs. Chinese and Korean bilingual programs are also offered at various sites throughout the city. Students remain in an ELL program until they meet state requirements for achievement on the NYSESLAT. Students are given the NYSESLAT annually in the spring. Schedules are arranged so that students are tested in small groups. The results are shared via letters when the scores come in. Copies are kept on file at the school.
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.  
Once students' eligibility is identified, letters are sent to parents in English and/or their Native Language to inform the parents of the results. In addition, parents are invited for an orientation within the first 10 days of school where they are informed of the three programs offered: Free Standing English as Second Language, Transitional Bilingual Education, and Dual Language. That is conducted by ESL pedagogues with the support of the parent coordinator and administration. At the orientation, highlights of CR Part 154 & Title III are shared with parents. A Department of Education DVD is shown in English, Chinese and Spanish, followed by a question and answer period. Various school personnel are available to welcome parents and translate for parents in appropriate languages, when needs arise. Parents fill out a Parent Selection form in their Native Language and select a program they feel best meets the needs of their child. They are informed of the programs we offer here at P.S. 163 and are given a list of schools in the city where Bilingual programs are offered since we do not offer this program at this time. If a student enters the school after the initial orientation/overview of the ESL options, parents meet with a designated representative to review options and student placement. When possible, translation accommodation is provided for parents. Parents fill out the survey and program selection forms and turn them in at this time. Our outreach for parents who select an option not offered at the school is to first provide them with a list of schools throughout the city that offer the program choice they have selected. Then a list is created that includes the time, date of request and date the Parent Selection form was given. For parents who select the Dual Language option (in cases where program has exceeded class size limits) their request is date and time stamped. Our DL Community Associate, along with the Pupil Accounting secretary, immediately refer to this list when filling vacancies. All of these requests are handled within 1-2 school days. All Parent Selection forms are returned on the day they are distributed. Parents do not take them home.  
Once students are placed in the correct program, Entitlement letters are sent to all parents and copies are kept on file at the school.
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 [\[see tool kit\]](#).)

When students are given a program the parents are sent entitlement letters acknowledging the program of choice and placement. Copies of these letters are kept on file at the school. Continued entitlement letters are sent to those students returning to any of our ELL programs. Letters are also sent to the parents of students who tested out according to the NYSESLAT. Copies of these letters are kept on file as well. Second notices are sent to parents who do not attend or return the forms. As a default, students are then placed in the Free Standing ESL Program.

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.

Upon reviewing all parent selection forms, students are placed in either our Free Standing ESL or Dual Language Program. Parents are sent confirmation of this placement via Entitlement letters. Where a parent does not receive their first choice, either the ESL teacher or Dual Language Community Associate will place a call to the parent explaining the decision for the placement.

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.

Prior to the NYSESLAT Exam, RLER reports are run through ATS and checked against teacher rosters to ensure that all students who are eligible for testing will be taking the test. Testing accommodations are provided for students with special needs.

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. [i](#) According to our Parent Selection forms for the past few years most parents request Free Standing English as a Second Language instruction and Dual Language programs. Currently we are very aligned with our parent selections. We offer free standing ESL in each grade and we have an existing Dual Language program on each grade.

## 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])?
 

We have 2 full time ESL teachers and 1 F-status ESL teacher who all follow a push in model for servicing their students. Students are carefully grouped in June in classrooms where they are provided with support from both a general education teacher with extensive ESL training and an ESL teacher who “pushes in” to that classroom. Students are grouped homogenously in order to provide students with the appropriate supports.
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)?
 

Children who are at the beginner and intermediate proficiency level receive 360 minutes per week as required under the CR Part 154 mandate. Students deemed at the proficiency level of advanced receive 180 minutes a week of instruction from an ESL teacher in a push in model. In addition to the mandated services, there is an extended day period which supports selected ELLs. In addition, students that need additional support are provided with SETSS services, guidance and speech. All instruction is provided in English incorporating the four modalities: listening, speaking, reading and writing. Students in our Dual Language program receive native language instruction and second language instruction in a 50/50 model (equal number of NLA and ELA periods through an ESL approach).
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.
 

Our instructional approach to the teaching of ELLs is rooted in our belief that in order for our students to be successful in all academic areas they needed to be able to make sense of the materials provided, particularly in the content areas of Science and Social Studies. The goal of our ESL program is to develop academic language and enhance student understanding of English while learning grade level content. Our focus is directly targeted at developing academic vocabulary and grammatical structures that often impede ELLs from comprehending content area material. Through a year long study of Dr. Lilly Wong Fillmore's research on analyzing text, we have adopted strategies for developing our students' use and understanding of the language commonly found in content area material. These strategies include not only developing academic language and vocabulary, but also opportunities for oral discussions to build and assess comprehension. The key piece to the successful delivery of these strategies is that both ESL and classroom teachers are trained in how to deliver this instruction. In our Dual Language program the students learn the core academic areas in both English and Mandarin to develop academic proficiency. The class make-up consists of English dominant students and Mandarin dominant students who are English Language Learners. Students are integrated for the entire day. Literacy instruction in English and Mandarin alternate daily. Word study/Phonics, math, science, and social studies are alternated daily in both languages as well.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

Throughout the year, students in our Dual Language Program are provided with benchmark assessments that test their knowledge of content in their native language. These teacher created assessments help us to understand student growth in the native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

We continually support our ELLs in their efforts to be appropriately evaluated and reach proficiency in all four modalities of English acquisition. We differentiate our instruction in order to meet their individual needs both in our push in/pull-out ESL program as well as in our Dual Language classrooms. Our ESL teachers meet with the classroom teachers and together they collect and discuss data on students (Oral Language Assessments, Conference Notes, Mid Unit Assessments and Pre and Post Writing Assessments.) Students are constantly being assessed in all modalities to help guide and inform instruction.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

As a team we are well aware that our ELL subgroups vary greatly for our newcomer ELLs, ELLs with 4-6 years of service, our long term ELLs and former ELLs. We are always cognizant of the need for differentiation not only of grouping but of instruction. ESL and Bilingual teachers provide additional support for our population of newcomers by providing these students with additional supports in developing social and academic language as well as providing additional literacy instruction. For our students receiving services in years 4 to 6 we support them in developing academic language so they can be successful in all content areas. Careful attention is given to the support of these students and our newcomers in test taking, as they are required to take state tests after only one year of residency in the United States. Students are provided with instruction on using glossaries in their native language allowable on certain state tests. Newcomers taking state exams are provided with testing accommodations that include taking the test in a separate location, extended time, and on certain tests, native language test booklets. Students who are long term ELLs are provided with targeted instruction in the modalities where they are still struggling. Where possible, they are provided with extra support above and beyond their mandated minutes to target their needs. Our former ELLs are provided with continued support, extended time and small group instruction to continue to support the needs of our newly proficient students.

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?

English Language Learners who are also students with disabilities are provided with small group instructional strategies that target specific needs. Teachers differentiate learning by using varied tasks, scaffolding strategies for language development, and hands on activities to support understanding in daily lessons. These daily lessons will work towards developing growth toward explicit instruction strategies in classrooms, particularly of SWD and ELL classrooms. Lesson plans are part of the monthly unit plans that include an emphasis on vocabulary development as an essential element necessary for students to grasp concepts and engage in learning across all classrooms. Teachers plan and conduct weekly lessons that require students to articulate their understanding by an increased use of academic language. This is done through questioning, reflection, and discussion. Students will demonstrate ownership of discourse for explaining content area using concepts based on grade CCLS.

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?

ELL students with special needs are provided instruction in smaller groups. Special Needs students are also pulled out for additional instruction. Students are given the opportunity to orally verbalize what they have learned. The various approaches used for instruction include: Balanced Literacy, Cooperative Learning, TPR, Semantic Webs, Picture/Vocabulary support, and comprehension skills and strategies. ELL-SWD students follow the same curriculum and instructional program according to the grade. However, specific materials and scheduling is arranged to accommodate specific needs. Students are pulled out for small group English instruction. This targeted instruction allows students to engage in oral language activities and explore reading and writing skills and grammar usage that contains the four modalities of language acquisition.

**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
Native Language Arts:	
Social Studies:	
Math:	

Class/Content Area	Language(s) of Instruction

**Courses Taught in Languages Other than English *i***

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

Science:				

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

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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.
- All of our students receive differentiated instruction in ELA, math and other content areas. Our ELLs are no exception. We offer our ELLs individualized instruction targeting their English Language needs as well as their curriculum needs towards meeting the New York State CCLS. English Language Learners are given additional support when necessary in ELA, math and other content areas through the use of intervention programs such as Leveled Literacy Intervention, Foundations (K-2), Lively Letters, At Risk SETSS and summer school. NYS bilingual glossaries are provided in different content areas in order to support each child's understanding of the lesson and materials.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
11. What new programs or improvements will be considered for the upcoming school year?
- Each year, we assess the work done in the previous year, and focus our attention to what worked and what needs improvement. This year, we have decided to deepen our work in differentiation with all of our students including our ELLs. This year we will be implementing a small group morning program where we will work with small groups of struggling ESL students using Lively Letters, Leveled Literacy Intervention and The Comprehension Toolkit to help support our students with literacy.
12. What programs/services for ELLs will be discontinued and why?
- None of our programs will be discontinued. We are pleased with our ELLs' progress and will continue to differentiate our instruction and deepen our work towards academic rigor.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are greatly encouraged to attend our Title III after school and or morning program. They are also invited to our district wide Title III summer school program. In addition, they have the opportunity to participate in our after school self sustaining program. There is equity amongst all of our student populations. ELLs are given given the same opportunities as the rest of the students in the school.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Each classroom in the school has a Smart Board that is used with all of our students including our ELLs. In addition, we have six mobile carts with laptops of which all teachers, including our ESL teachers, have access to. We have leveled libraries available for all of our students including our ELLs to check out books on their independent reading levels. We have hands on tools such manipulatives for use in mathematics instruction. In addition, the following materials are used to support the learning of ELLs – computer software, thesauruses, picture dictionaries (Oxford and Longman) with accompanying CDs, Amazing English, Words Their Way for word work, vocabulary and writing, guided reading books, Big Books, picture books with accompanying audio cassettes, videos with accompanying books, Paired books (fiction and nonfiction about the same topic), sentence builder links, classroom library of picture books, chapter books, poetry, science, social studies and math books, games and maps.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Throughout the self contained and Free Standing ESL programs, ELLs are given the opportunity to express themselves in their native language when needed through their writing. When incoming ELLs arrive from other countries, we try to team them up with students who speak their language or place them in classrooms where there is a paraprofessional who speaks their language. We want our ELLs to feel comfortable and confident in asking questions and expressing themselves. We also have bilingual dictionaries and bilingual libraries available for their use. In the Dual Language program, students are encouraged to express themselves in the native language orally and in writing.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Our English Language Learners are given their required ESL service support in relation to their ages and current grade level. They are given bilingual texts, glossaries and translation services when necessary. In addition, instruction is differentiated in order to meet each child's individual needs as they strive towards both English proficiency as well as meeting their grade's curriculum requirements.
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.
- We have a district wide Title III summer school program for ELLs in grades 3-5 . We also have a self sustaining summer camp

program for grades K-5. We give newly enrolled ELL students the opportunity to come to our school during the summer and familiarize themselves with both P.S. 163Q as well as provide them with educational opportunities during the summer months.

18. What language electives are offered to ELLs?

No language electives are offered at this time.

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)?

P.S.163Q's Dual Language side-by-side English-Mandarin program consists of 250 children in kindergarten, grade 1, 2, 3 and 4. Language instruction employs a 50-50 model. The classrooms are distinguished by color. Red is for Mandarin and Blue for English. We follow the standard New York City curriculum for instruction. The English and Mandarin curricula complement each other. This allows students to utilize what they are familiar with in the Native Language classroom to the application of the learning in the second language classroom. We also offer a project-based learning environment.

The students learn the core academic areas in both English and Mandarin to develop academic proficiency. The class make-up consists of English dominant students and Mandarin dominant students who are English Language Learners. Students are integrated for the entire day. Literacy instruction in English and Mandarin alternate daily. Word study/Phonics, math, science, and social studies are alternated daily in both languages as well.

In an effort to help students develop an appreciation and respect for cultural diversity, students receive an additional instruction of culture. During this time, students are integrated for cross-cultural studies and activities. Our Mandarin instruction is delivered using Traditional Characters, in order to build a foundational system for learning. As students progress through this program, they will be introduced to Simplified Characters.

### **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.

The professional development plan for ELL personnel, including teachers of ELL students, includes training for teachers in ESL strategies, methodologies, language acquisition and the mandated 10 hour training in ESL. This training is provided by in-house personnel licensed in ESL. Teachers of ELLs are also encouraged to take courses leading to an ESL extension. Study groups in second language acquisition have been developed to keep monolingual and special education teachers informed on issues related to ELL students. Study groups are also part of the ongoing professional development included in the plan. In order to support ELL students who will be transitioning from elementary to middle school, the Guidance Counselor, Parent Coordinator, Assistant Principals, and Parent Association provide various support systems for parents and students. Intervisitations with neighboring schools are encouraged and assist parents in making informed decisions about where they would like their child to attend. The Parent Coordinator and Guidance Counselor monitor and support the middle school selection and application process. These staff members arrange time to meet with parents and families to provide translation services and guidance in selecting appropriate schools to meet individual student needs as well as to complete necessary forms. A consultant who specialized in ESL strategies assists teachers with approaches and techniques necessary for implementation in the classroom. Teachers participate in two four week cycles alongside this consultant to learn best practices for supporting ELLs.

## D. Parental Involvement

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

School leaders and staff will engage families to support teaching and learning through:

- Curriculum Based Workshops delivered by teachers and administrators to support parents of ELLs with strategies on improving student progress in all areas
- Parent Coordinator will facilitate parent outreach and family support workshops for all parents of ELLs
- Dual Language Community Associate will coordinate parent outreach and family support workshops for parents of students in the Dual Language Program
- Parent Network meetings to discuss data, school wide initiatives and special programs.
- Open House to share instructional practices, expectations and routines with families
- Monthly newsletter to inform parents of what students are learning in each unit across the grades so they support their children at home.
- Distribution of family guides from Department of Education
- Bi Monthly PTA School Happening Newsletters to showcase student work
- School Messenger System to keep parents abreast of what's happening in the community, parent workshops, meetings and school wide events
- School Website listing school events, curriculum and outreach support resources for families, and helpful student links
- All communication will be translated in Chinese, Spanish and English to reach the entire school community. preferred language surveys will be distributed.

## E. Additional Information

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

**Part VI: LAP Assurances**

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	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: **25Q163** School Name: **Flushing Heights School**

Cluster: **2** Network: **CFN 204**

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

**Part A: Needs Assessment Findings**

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

Upon registering a child a parent is sent a survey requesting in what language they would like to receive written and oral communication. The survey is then sent to the parent coordinator who tally's and organizes the language for correspondence.

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.

Oral interpretation is also evaluated through the abovementioned survey and shared with the parents at our PTA meetings. As of September 2013, 250 parents requested Chinese translation and 45 Spanish. The rest of our school community requested English only.

## Part B: Strategies and Activities

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

All letters are sent to the Translation Unit to be translated prior to distribution. All communication is done with a translator (staff members), if possible or Translation and Interpretation Unit is called.

Letters or any other documentation is sent to translation unit before being distributed. If the completion date is not quite enough and we have a staff member who can translate it, we will use them. There are posters posted around the school in different languages informing the parents of translation and oral interpretation.

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

Oral interpretation is done by staff members, if possible, or Translation and Interpretation Unit is called to translate. A Dual Language Community Associate position was created to support the needs of our parent community. The community associate is fluent in Mandarin. To support our parents who indicated Spanish on their form are supported by the assistant principal, guidance counselor and para professional. Parent Bill of Rights, Safety Plan, Discipline Codes and other important DOE documents are provided to parents in the language identified on their needs assessment survey.

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>.

Any and all documents going out to parents will include web address for English, as well as translated versions. All links posted on our website will include links for non-English web addresses as well. Phone messenger is also used for communication with parents and the messages that go out to parents are communicated in multiple languages.



## 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: 163	DBN: 25Q163
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 184
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: 24
# of certified ESL/Bilingual teachers: 14
# 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:

Our Title III programs will address the needs of our ELL students above and beyond the mandated time. Understanding the need for oral language development, and early literacy skills, particularly in kindergarten we will be utilizing Title III funding to provide our students with arts residencies with CAT-Creative Arts Team. Through a five week residency 50 minutes per session a teaching artist from CAT will push into 8 classrooms. Within these 8 classrooms we will be working with 60 of our English Language Learners. The focus of this work is interactive storytelling. Children are developing vocabulary through storytelling using ESL strategies such as Total Physical response. The children engage in using their schemas when adding on to the overall story they are creating. This work celebrates cultural values while developing academic language. Even though the artist works whole group, the classroom teacher supports small groups during these sessions. Through the support of the teaching artists, students will strengthen vocabulary, language fluency, reading comprehension, and writing skills through this art media.

Our Dual Language classes (2 on each grade for a total of 11 classes and 55 English Language Learners) will participate in a dance/theater partnership with the New York Chinese Cultural Center. This residency will support language and literacy skills while exposing students to the cultural aspects of Chinese dance and theater. Each dance the children learn tells a story which children get to retell orally through theater or reenact through dance. Children will continue to strengthen their native language while at the same time, developing their second language. All ELL students participate once a week for a 50 minute period in this program with the teacher and teaching artist.

In the spring our 3-5th grade students will participate in an early morning and after school program from February 28th-April 3 where they will work closely with ESL or bilingual licensed teachers to further develop their reading and writing skills of informational text. The program will be in the morning on Tuesday and Thursday from 7:00am-8:20am and on Monday and Tuesday afternoon from 3:30pm-5:00pm. Students will attend these small group sessions (12 students per class) for 11 weeks (1 hour and 20 minutes). Teachers will use shared reading and writing approaches to further support reading and writing skills as well as support strategies that are being taught during the day. Teachers will use data from Acuity, teacher notes and the NYSESLAT exam to develop each child's reading, writing, listening and speaking skills through informational text.

## Part B: Direct Instruction Supplemental Program Information

## Part C: Professional Development

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

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

Begin description here:

Both classroom and ESL teachers will participate in professional development aimed at supporting our English Language Learners. This year ESL and classroom teachers will participate in three Professional Development opportunities, CUNY Creative Arts Team, Chinese Cultural Center of New York, Literacy and Writing development with an AUSSIE consultant and in-house grade level planning sessions. In the CAT and Chinese Cultural Center of New York teachers will participate in pre and post (full day) residency professional development run by the teaching artist and a director from the organization. Topics include:

CUNY Creative Arts Team- Developing Oral Language through Interactive Storytelling

Cultural Arts Center of New York- Storytelling through dance.

AUSSIE-Small group instruction for ELLs using Content Area Literature

IN-HOUSE PD Sessions-Revising our Curriculum Maps to Support English Language Learners

In the CAT and Chinese Cultural Arts Center program teachers will participate in pre and post (full day) residency professional development run by the teaching artist and a director from the organization. These strategies are then implemented throughout all curricular areas. With the AUSSIE staff developer all teachers participate in a 12 week cycle of professional development throughout the year. During this professional development, teachers of ELLs work with the staff developer to plan and implement literacy and content area lessons. Agenda items included working with small groups of students in reading and writing strategies that specifically address the needs of second language learners. All teachers K-5 receive this training. In house, all teachers of ELLs participate in monthly grade level planning meetings where every agenda includes an opportunity to update and revise curriculum maps to include strategies for meeting the needs of second language learners. The knowledge attained at all professional development opportunities will be shared school-wide during professional development days and grade wide meetings.

#### 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: School leaders and staff will engage all families of ELLs to support teaching and learning through:

- Three times per year we will host curriculum based workshops one both during school hours and after school delivered by teachers and administrators to support parents of ELLs with strategies on improving student progress in all areas.
- Parent Coordinator and Dual Language Community Associate will coordinate bi-monthly parent outreach and family support workshops for parents of students in the ESL and Dual Language Program. Topics will include but are not limited to - supporting children in native language and second language acquisition, supporting our ELLs with strategies for success with the CCLS, homework help, an overview of state and in class assessments.
- Bi-monthly (during and after school) Parent Network meetings to discuss data, school wide initiatives and special programs.
- Once a year we will host an School wide Open House to share instructional practices, expectations and routines with families to set expectations for the beginning of the year.
- Monthly newsletter to inform parents of what students are learning in each unit across the grades so they support their children at home.
- Distribution of family guides from Department of Education
- Bi Monthly PTA School Happening Newsletters to showcase student work
- School Messenger System to keep parents abreast of what's happening in the community, parent workshops, meetings and school wide events
- School Website listing school events, curriculum and outreach support resources for families, and helpful student links
- All communication will be translated in Chinese, Spanish and English to reach the entire school community. Preferred language surveys will be distributed.

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

Allocation Amount: \$20828

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	Per Session- \$6,023	Teachers to teach the before school program. Total number of teaching hours - 120
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	CAT- \$3,000 CCCNY- \$10,000	CAT and CCCNY professional services for in school residency and professional development.
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	Paper, pencils, markers, colored paper, Test Ready and Coach testing preparation guides.  \$1805	Supplies to be utilized for the purpose of providing students with the supplies necessary to write scripts, take notes, etc. Additional test preparation books will be purchased specifically for the morning program.
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	<b>\$20,828</b>	