



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: HENRY GRADSTEIN SCHOOL
DBN (i.e. 01M001): 30Q166
Principal: JESSICA GELLER
Principal Email: JGELLER6@SCHOOLS.NYC.GOV
Superintendent: DR. COMPOSTO
Network Leader: NANCY DIMAGGIO

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
Jessica Geller	*Principal or Designee	
Angela Iannacone	*UFT Chapter Leader or Designee	
Yvette Alvarez	*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	
Imelda Ramos	Member/ Parent	
Melissa Lee	Member/ Parent	
Lorna Thorpe	Member/ Parent	
Anne Dempsey	Member/ Parent	
Simone Braga	Member/ Parent	
	Member/ Parent	
Carmen Urena	Member/ Staff	
Lucila Mejia	Member/ Staff	
Chene Johnson	Member/ Staff	
Aurora Martinez	Member/ Staff	
Eileen McCann	Member/ Staff	
	Member/	
	Member/	
	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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, at least 65% students will make one year gains as measured by Fountas and Pinnell Benchmark Assessments in Grades K-2 or Village Reader Leveled Assessments in Grades 3-5.

Comprehensive Needs Assessment

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

Based on the Spring 2013 ELA scores we noticed a decrease in proficiency levels. Specifically, only 66% of students made progress in 2013 compared to 68% of students in 2012. In addition, our performance decreased from 58% in 2012 to 35.1% in 2013.

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. Activity - Teachers will participate in Professional Development on how to break down the Common Core Learning Standards, incorporate them in daily planning, and infuse principals in classroom instruction.
2. Activity – Teachers will participate in Professional Development on Fountas and Pinnell and Village Readers programs to use student data for planning and goal setting.
3. Activity - Teachers will further the development of inquiry, as teams of teachers use data to inform differentiated lesson planning.
4. Activity - Teachers will assess students' Just Right Levels 4x/year in September, December, March, and June.

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

1. Teachers, Administration, & Coach will use the Common Core Learning Standards, Open Court, Houghton Mifflin, and non-fiction text.
2. Teachers, Administration, & Coach will use Fountas and Pinnell Benchmark Assessments & Village Reader Leveled Assessments.
3. All teacher teams (Grade Level, Grade Leaders, and Inquiry), Administration, & Coach.
4. Teachers, Administration, & Coach will use Fountas and Pinnell Benchmark Assessments & Village Reader Leveled Assessments.

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

1. Teachers meet during a common prep, aligned both vertically and horizontally, to plan and evaluate common core aligned lessons.
2. Teachers, Grade Leaders, the Coach, and Administration will conduct an analysis of the results of the assessments, to see which students are making progress.
3. Teachers, Administration, and Coach, evaluate lessons and student work for evidence of differentiation and effective strategies.
4. Teachers, Administration, and Coach, evaluate benchmark assessments to check for student progress.

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

1. Once a week from September 2013 - June 2014.
2. Once a week from September 2013 - June 2014.
3. Twice a month from September 2013 - June 2014.
4. Four times a year from September 2013 - June 2014 (September, December, March, & June).

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

1. Grade level teams, with a minimum of 6 teachers, meet once a week for planning.
2. Grade level teams, with a minimum of 6 teachers, meet once a week during common prep period. Data Inquiry team, comprised of a minimum of 6 teachers on each of the 6 teams, meet two times per month.
3. Grade level teams, with a minimum of 6 teachers, meet once a week during common prep period. Data Inquiry team, comprised of a minimum of 6 teachers on each of the 6 teams, meet two times per month.
4. Teachers of students in Grades K -2 will assess students individually using Fountas and Pinnell Benchmark Assessments. Teachers of students in Grades 3 -5 will be tested in small groups and as a whole class using Village Reader Leveled Assessments.

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).

The Parent Coordinator offers literacy workshops throughout the year. These workshops teach parents how to help improve literacy skills at home. Parents are invited to attend workshops given by the DOE and the school on literacy. The Parent Coordinator trains the parents to access the DOE website and use the ARIS Parent Link to acquire valuable information regarding their child's education. The Parent Coordinator organizes and provides workshops with the help of outside agencies on topics ranging from nutrition, health, assessments and information on how parents can help their child succeed. Information is shared at Parent Association meetings, SLT meetings, and at Parent/Teacher conferences. We will involve parents in a timely and ongoing manner in the planning, implementation, evaluation, and continuous improvement of programs funded through Title 1. This will be done through the School Leadership Team, Parent Committees, and Evaluation/Survey Forms. Teachers schedule activities and presentations where parents can visit the classroom regularly. Parents are invited to attend Open School and Meet the Teacher to learn about programs in the classroom. The Coach and Parent Coordinator organize and provide parent workshops on the Common Core Learning Standards and assessments.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										
SWP										

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, 95% of pedagogues will be provided with formative feedback and next steps based on frequent cycles of informal observations.

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 order to improve teacher practices/effectiveness and enhance the performance of students to meet the Common Core State Standards pedagogues need to be provided with written, formative feedback aligned to the Danielson Framework. According to our most current School Survey and Quality Review, we need to focus on increasing the frequency of class visits/feedback. In addition, our priority is to make sure feedback is scaffolded in order to ensure maximum student performance.

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. Activity - Pedagogues will be visited by administration a minimum of 5 times to observe practices within the domains of the Danielson Framework.
 2. Activity - Administration will provide written, formative feedback aligned to the Danielson Framework.
 3. Activity - Pedagogues will modify lessons and teaching practices based on feedback received from the observations.
- B. Key personnel and other resources used to implement each strategy/activity**
 1. Administration (Principal & 3 Assistant Principals) & DOE Talent Coach
 2. Administration & DOE Talent Coach
 3. Administration, Coach, & Pedagogues
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. DOE Talent Coach will meet with administration on implementing the Danielson Framework. DOE Talent Coach will meet with administration on calibrating effective classroom observations.
 2. Technology will be incorporated to collect low-inference data. Administrators will refer to previous observations in Dropbox, an online file sharing system.
 3. Administration, Coach, & Network Support Personnel will work with school staff on implementing best practices to enhance teacher effectiveness. Teachers self-reflect on their observed practices.
- D. Timeline for implementation and completion including start and end dates**
 1. All teachers will be visited by administration a minimum of five times over the course of the school year, September 2013 - May 2014.

2. A minimum of five times over the course of September 2013 - June 2014.
 3. September 2013 - June 2014.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Administrators will follow a schedule listing observers, pedagogues, and timeframe for classroom visits. Administrators utilize Teachboost and Advance to enter data from observations.
 2. Administrators will use TeachBoost, a web-based program.
 3. Pedagogues will meet with the Coach and Administrators one-on-one to reflect on formative feedback if needed.

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).

The Parent Coordinator offers math and literacy workshops throughout the year. These workshops teach parents how to help improve math and literacy skills at home. Parents are invited to attend workshops given by the DOE on literacy. The Parent Coordinator trains the parents to access the DOE website and use the ARIS Parent Link to acquire valuable information regarding their child's education. The Parent Coordinator organizes and provides workshops with the help of outside agencies on topics ranging from nutrition, health, assessments and information on how parents can help their child succeed. Information is shared at Parent Association meetings, SLT meetings, and at Parent/Teacher conferences.

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

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

Fair Student Funding and School Wide Projects Funding

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, 90% of students in grades Pre-K – 5 will engage in at least two Common Core-aligned units of study in Math.

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.

As evidenced by last year's data inquiry work, project-based learning had a positive effect on student outcomes. Based on these findings and from the work done on last year's Common Core aligned units, all students will engage in a minimum of two project-based units of study in Math.

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. Activity - Teachers will participate in planning Common Core aligned curricula and units of study.
 2. Activity - Teacher teams (Inquiry and Grade Level) will evaluate student assessments from the units.
 3. Activity - Administration, the Coach, and Network Support Personnel will provide professional development to enhance teacher understanding of the Common Core Learning Standards.
- B. Key personnel and other resources used to implement each strategy/activity**
1. Teacher teams (Grade Level, Grade Leaders, and Inquiry Teams), Administration, Coach, & Network Personnel.
 2. Teacher teams (Grade Level, Grade Leaders, and Inquiry Teams), Administration, Coach, & Network Personnel.
 3. Administration, Coach, Network Support Personnel & Teachers will use common core aligned units of study (Go Math).
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. By the end of the school year, June 2014, students in grades Pre-K - 5 will engage in a minimum of five Common Core-aligned units of study as evidenced by culminating tasks.

2. Teachers will evaluate the units using pre- & post- assessments.
 3. Coach will use exit surveys from the professional development to assess the effectiveness of the PD.
- D. Timeline for implementation and completion including start and end dates**
1. September 2013 - June 2014.
 2. September 2013 - June 2014.
 3. Twice a month from September 2013 - June 2014.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. All teacher teams (Grade Level, Grade Leader, & Inquiry Teams) meet weekly to plan and revise units of study.
 2. All teacher teams (Grade Level, Grade Leader, & Inquiry Teams) meet twice a month to plan and revise units of study based on student assessments.
 3. Grade leaders will meet once a week with the Coach. Information is then turn-keyed by Grade leaders at weekly Grade Conferences.

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).

The Parent Coordinator organizes and provides math workshops.
 Parents are invited to attend Open School, Meet the Teacher, and Parent/Teacher conferences in order to acquire information on the Common Core Standards.
 The Parent Coordinator trains the parents to access the DOE website and use the ARIS Parent Link to acquire valuable information regarding their child's education.
 The Parent Coordinator attends workshops with parents given by the DOE.

Budget and Resource Alignment

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

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

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**
- 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.

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Comprehension skills are addressed through the implementation of small group and individualized instruction. Techniques are used to work on children's specific comprehension needs in order to increase their knowledge base in all subject areas. In addition, we utilize Wilson, RTI, Success Maker, and the push-in model during the school day to address students' specific weaknesses in comprehension.	Tier I – whole class instruction Tier II – small group instruction Tier III – one-on-one instruction	The services are provided during the regular day and extended Day
Mathematics	Math skills and concepts are reinforced daily through the use of Houghton Mifflin Harcourt Go Math Skills. Teachers work with small groups to reinforce skills, strategies, concepts, terminology and problem solving strategies during the school day.	Tier I – whole class instruction Tier II – small group instruction Tier III – one-on-one instruction	The services are provided during the regular school day and extended Day.
Science	Fourth grade students receive AIS on a weekly basis. Lessons and activities emphasize scientific method and content reading during the school day.	Tier I – whole class instruction Tier II – small group instruction Tier III – one-on-one instruction	The service is provided during the school day.
Social Studies	Students receive AIS in the content area.	Tier I – whole class instruction Tier II – small group instruction Tier III – one-on-one instruction	The service is provided during the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social skills, community service to build leadership skills, build self-esteem	Tier I – whole class instruction Tier II – small group instruction Tier III – one-on-one instruction	The service is provided 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 *TAS Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • A full time Teacher Center specialist provides staff development to all teachers to keep them highly qualified through the Danielson Framework. • A comprehensive, professional library is maintained, providing teachers with necessary resources. • Teachers are regularly given the opportunity to attend professional development which is shared with the rest of the staff. • Mentors are assigned to support new teachers. • Buddy teachers provide support for staff new to a grade. • Data Inquiry Teams meet 2x/month to share best practices and look at student work. • Grade Leaders meet 1x/week with the coach/AP/Network Support Specialist to share information from Network meetings and other Professional Development

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).
The UFT Teacher Center offers Professional Development Institutes which are posted for all staff. Anyone who would like to attend notifies the coach who registers the participants. Information is later shared through Grade Conferences, Grade Leader meetings, and at Administrative Cabinet meetings. Network Support Specialists provide training to administrators in the Danielson Framework and CCSS. This information is shared with all staff at Faculty Conferences and Professional Development Workshops. Professional Development is provided by the UFT Center Specialist through demonstration lessons, team teaching, and mentoring.

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As a Title 1 School Wide Program school, we combine Federal and State funds such as Fair Student Funding, Title III, and Contract for Excellence, to implement this action plan from September 2013 - June 2014 as indicated: <ul style="list-style-type: none"> • Professional instructional materials to support curriculum development during the regular school day. • Consumable instructional materials for use during the regular school day and extended day.

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.).
In order to assist preschool children with the transition from the early childhood program to the elementary school program, the Pre-K curriculum is aligned with the Common Core Standards. Examples include: <ul style="list-style-type: none"> • Approaches to Learning - the teachers help build foundational skills such as engagement, creativity, imagination, curiosity, and initiative • Physical Development and Health - exercise and movement are incorporated throughout the school day. • Social and Emotional Development - the teachers help the students build relationships with others, become self-aware, and learn how to adapt in situations. • Communication/Language/Literacy - The teachers help the students build background knowledge, learn new vocabulary, and be motivated. In the areas of ELA/Literacy key ideas and details are taught while integrating

phonological awareness.

- Cognition and Knowledge of the World - The students learn how to solve mathematical problems, study geometry, and learn how to count

The Pre-K teachers receive professional development provided by the District four times a year. The Parent Coordinator offers workshops to parents during the year. The two Pre-K teachers work together to plan and create assemblies and extra curricula activities. The Pre-K Social Worker is on site once a week to support the children and families in meeting the new, rigorous standards.

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.

A committee was formed at the end of the previous school year to help decide the Measures of Student Learning, (MoSL). The Chapter Leader, after consulting with the UFT members, chose herself and three teachers to be part of this committee. The Principal chose four additional members, three Assistant Principals and the coach to be part of the committee. The team members met to decide which assessments to use. Information is shared at Faculty Conferences, Grade Conferences, Data meetings, and at Lead Teacher meetings. Results of assessments are discussed and best practices are shared to help improve instruction.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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 such as Sports Night, Asthma Workshops, and Bullying Workshops;
- establishing a Parent Resource Center/Area or lending library; instructional materials for 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 a web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between the 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.

School Parent Compact

The School Agrees:	The Parent/Guardian agrees:
<p>To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.</p> <p>To offer a flexible number of meetings at various times, and if necessary, and if funds are available, will provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.</p> <p>To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</p> <p>To provide parents with information about all programs.</p> <p>To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district/regional education information.</p> <p>To provide high quality curriculum and instruction.</p> <p>To deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> ▪ parent-teacher conferences at least annually, ▪ frequent reports to parents on their children’s progress, ▪ reasonable access to staff, <p>Opportunities to volunteer and participate in their child’s class and observation of classroom activities.</p> <p>To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes, workshops on reading strategies. To become involved in developing, implementing, evaluating, and revising the school parent – involvement policy.</p>	<p>To use or ask for technical assistance training that the local education authority or school may offer on child rearing practices and teaching and learning strategies.</p> <p>To work with our child/children on their schoolwork.</p> <p>To read for 15 to 30 minutes per day to K through 1st grade.</p> <p>To listen to grade 2 and 3, and read for 15 to 30 minutes per day.</p> <p>To monitor our child/children’s:</p> <ul style="list-style-type: none"> - attendance at school, - homework, - television watching. - computer game playing <p>To share the responsibility for improved student achievement.</p> <p>To communicate with our child/children’s teachers about their educational needs.</p> <p>To ask parents and parent groups to provide information to the school on what type of training or assistance they would like and/or need in the educational process.</p>

SCHOOL PARENT COMPACT SIGNATURE SECTION

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.

Jessica Geller, Principal

(718) 786-6703

2013-2014 School Year

Date

Child’s Name and Class

Signature of Parent/Guardian

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact

and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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**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 30	Borough Queens	School Number 166
School Name Henry Gradstein		

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 Jessica Geller	Assistant Principal Katherine Tsimis Georgiou
Coach Effie Spiratos	Coach type here
ESL Teacher Vicki Greenman	Guidance Counselor type here
Teacher/Subject Area Clara Pena	Parent type here
Teacher/Subject Area Patti Kritoulis	Parent Coordinator Mary Bland
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	10	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	13
Number of certified bilingual teachers currently teaching in a bilingual program	10	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	2
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	4	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1167	Total number of ELLs	220	ELLs as share of total student population (%)	18.85%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	2	2	2	2	1	2								11
Freestanding ESL														
self-contained	1	1	1	1	1	1								6
SELECT ONE														0
Total	3	3	3	3	2	3	0	0	0	0	0	0	0	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	220	Newcomers (ELLs receiving service 0-3 years)	138	ELL Students with Disabilities	34
SIFE	0	ELLs receiving service 4-6 years	48	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	0	0	0	0	0	0	0	0	0
Dual Language	23	0	0	7	0	0	0	0	0	30
ESL	116	0	13	40	0	21	0	0	0	156
Total	139	0	13	47	0	21	0	0	0	186

Number of ELLs who have an alternate placement paraprofessional: 5

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish	8	33	9	36	5	33	4	15	2	31	0	13							28	161
Bengali						2		1		2		2							0	7
Arabic				2															0	2
TOTAL	8	33	9	38	5	35	4	16	2	33	0	15	0	0	0	0	0	0	28	170

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 127 Number of third language speakers: 32

Ethnic breakdown of EPs (Number):

African-American: 7 Asian: 16 Hispanic/Latino: 170
 Native American: 0 White (Non-Hispanic/Latino): 25 Other: 7

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	28	31	30	21	17	14								141
Chinese	2					1								3
Russian														0
Bengali	16	6	6	5	3	4								40
Urdu														0
Arabic	5	2	5		3	1								16
Haitian														0
French														0
Korean	1		1											2
Punjabi	2	1			1	1								5
Polish														0
Albanian		1												1
Other	2		1											3
TOTAL	56	41	43	26	24	21	0	0	0	0	0	0	0	211

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)	5	4	1	3	3	3								19

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)	15	9	11	9	6	7								57
Advanced (A)	37	30	34	16	15	12								144
Total	57	43	46	28	24	22	0	0	0	0	0	0	0	220

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	18	6	2	0	26
4	16	4	0	0	20
5	12	4	0	0	16
6					0
7					0
8					0
NYSAA Bilingual (SWD)				6	6

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	14		11		1		1		27
4	10		9		0	1	1		21
5	14		2		0		0		16
6									0
7									0
8									0
NYSAA Bilingual (SWD)							6		6

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		2		19		7		29
8									0
NYSAA Bilingual (SWD)							2		2

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	1	10	3	4	3	10	14	47
Chinese Reading Test								

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

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

By June 2014, at least 65% of students will make a one year gains as measured by Fountas and Pinnell Benchmark Assessments in Grades K-2 or Village Readers Leveled Assesemnts in Grades 3-5. The instructional strategies that are being implemented to help our ELL students meet the NYS common core learning standards are as follows:

- CCAA, Success Maker, LAB-R, NYSESLAT, ELA, and ELE are all used to identify the needs of individual students.

-AIS services where small group instruction is provided to help student who need additional help.

-Other authorized ESL activities such as trips, multicultural shows, interview, speeches, international lunches and exposure to literature will be developed to enhance and braden students' knowledge.

Success Maker, a technology-based program is used to increase language skills, in both English and Spanish, by providing sgtudents with regular individualized instruction in reading and math. Used in conjunction with lessons on the Smart Board, the program reinforces reading, writing, listening, and speaking skills. Data reports, from the program, are used as assessments and provide teachers with necessary data for differentiating instrucion.

-Founas and Pinnell Benchmark assesemnt to determine students' Just Right Levels.

-The lower grades have started to incorporate the Estrellita Spanish Literacy Program which focuses on blending, fluency and reading comprehesion.

Using ESL methodologies such as TPR, modeling, and visuals, along with technology and exposure to different forms of literature to yield cross-cultural knowledge and understanding.

-Rubrics

Village Academies Leveled Reading Assessments for the upper grades

Pre/Post assessments for all grade levels

Baseline Assessments for grades 3-5.

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

After analyzing the LAB-R results of our new admits to the ELSS, we noticed the following data patterns: Approximately 50% of Kindergarten students scored Beginning and 50% scored Advanced. We noticed that students who participated in a Pre-k/Daycare program did well on the Speaking/Listening substest of the LAB-R. These students scored Advanced. Whereas, students with no prior school experience scored low on both the Speaking/Listening and on the Reading substests of the LAB-R. Currently, there are no ELLs in our Self-Contained Special Education Kindergarten class. However, we have a few special education students in an ICT setting. The results showed that these children scored at the Intermediate level on the LAB-R. They scored high on the listening/speaking, but not on the reading. We analyzed information on all Kindergarten students and differentiated instruction based on this data. The data for all new admits to the ELSS in grades 1-5 is the following: 4 students scored at the Beginning level and 1 scored advanced.

After examining the results of the NYSESLAT, the following data patterns across proficiency levels were observed:

Grade 1: 3.2% scored Beginning, 26% scored Intermediate 60% scored Advanced and 10% scored Proficient.

Grade 2: 0.8% scored Beginning, 18% scored Intermediate 14% scored Advanced and 14% scored Proficient.

Grade 3: 0% scored Beginning, 19% scored Intermediate, 56% scored Advanced and 24% scored Proficient.

Grade 4: 0.5% scored Beginning, 21% scored Intermediate 43% scored Advanced and 29% scored Proficient.

Grade 5: 0.8% scored Beginning, 25% scored Intermediate 62% scored Advanced and 4% scored Proficient.

Grade 1 had the greatest number of students scoring at the Beginning level.

Grade 1 had the greatest number of students scoring at the Intermediate level.

Grade 4 had the greatest number of students scoring at the Advanced level.

Grade 3 had the greatest number of students scoring Proficient on the NYSESLAT.

Grade 5 had the fewest number of students scoring Proficient on the NYSESLAT

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

The patterns across NYSESLAT modalities reading/writing and listening/speaking will give teachers a clearer picture of what needs

to be enriched and what needs to be worked on to improve and achieve grade level standards. We encourage teachers to differentiate their instruction, but to differentiate activities and projects as well. Therefore, not only are the children learning differently because their teacher is catering to their style of learning, but the children's interaction with peers also helps with developing language. Discussions, dialogues and debates assist in developing speaking/listening. Incorporating technology using computers and smart board also helps with these modalities and it also connects to the reading/writing part. The use of manipulatives, books, internet, assemblies, field trips and community involvement is a huge part of our schools curriculum. Using the AMAO tool is something that will allow the DL/ESL coordinator, teachers and administration to focus on improving parts of the curriculum and bring in outside resources to assist in improving the areas that our students are weak in.

4. For each program, answer the following:

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

The patterns across proficiencies and grades is that the majority of the ELLs in grades 3, 4 and 5 scored at a Level 1 or 2 for the NYS ELA and Math exams, but for the NYS Science test, most of the students in grade 4 scored at a level 3. The majority of ELL students in the ESL and DL programs take all content area tests in English. Only a few students took the math test in the native language. We have found that students who are literate in their native language score higher than the ones who are less literate. All students in the Dual Language program receive instruction for 50% of the time in Spanish. Reading, writing, math, science and social studies are taught in Spanish using grade level books. Teachers use effective teaching practices, strategies and differentiation to meet the needs of the students. The goals of the DL program are for students to meet or exceed NYS standards, develop proficiency in their first and second language and attain higher levels of self-esteem and work towards being college and career ready. Incorporating technology and visuals to a more hands-on project based learning environment gives students the opportunity to succeed especially because students have different learning styles. These assessments provide teachers with the information they need to design lessons to reach each of their students. When a student's strength is identified, then focus can be placed on next steps to improve what the student needs assistance in.

Our Dual Language Program is a developmental, heterogeneous, language-enriched bilingual education program that integrates ELLs, native English speakers and native speakers of Spanish for all of the content area instruction. In our Self-Contained Dual Language classes, there is a bilingual certified teacher who provides instruction in both English and Spanish. In our team-teaching configuration, there are two classes that receive instruction from two teachers. Instruction in reading, writing, math, science, and Social Studies is delivered in both English and Spanish every other day. In first, second and fifth grades, this program will follow the Alternating Day Variant of 50:50 Model which involves two teachers, two linguistically integrated classes, and two separate classrooms. In Kindergarten, 3rd and 4th grades each Dual Language classroom will follow the Alternating Day Variant of 50:50 Model. In the Self-contained model, the classroom is divided into two sections, one for English, color-coded in blue and the other in Spanish, color-coded in red. In this program, students will build upon academic skills in their first language and eventually transfer these skills to the second language. During the literacy block, the components of the balanced literacy program are introduced in both students' first language and second language according to an alternating language pattern. This applies to all students and all content area subjects. Language Arts is taught through native language arts (NLA), ESL, and ELA. Content area subjects are taught in both English and Spanish, using second language acquisition strategies.

Teachers use differentiated instruction to meet the needs of the students. All of our beginning and intermediate students receive 360 minutes of ESL per week and all advanced students receive 180 minutes of ESL and 180 minutes of English language arts per week. The ESL teacher provides content area support for ELLs by using ESL methodologies, instructional strategies and scaffolding techniques such as modeling, bridging, contextualization, schema building, text representation and metacognitive development.

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](#).)

PS166 has a curriculum that is aligned to the NYS common core learning standards and classroom teachers continuously use a tiered system of instructional support to cater to each students' needs. Levels of intervention and instruction increase in duration and intensity over time; if and when there is improvement, the proper assessments are used to determine removing the extra support. The Extended Day program is used for intervention as well. Children who might be struggling, have the opportunity to work with another highly qualified teacher for more support in the area the student needs improvement.

Based on the Spring 2013 ELA score we noticed a decrease in proficiency levels. Specifically, only 66% of students made progress in 2013 compared to 68% of students in 2012. In addition, our performance decreased from 58% in 2012 to 35% in 2013.

The RTI team consists of the following members that meet on a weekly basis: Principal, Assistant Principals, IEP Teacher, School Psychologist, Guidance Counselors, Social Worker, Occupational Therapists, Speech Teachers, SAPIIS Worker, Special Education

Instructional Lead, SETSS Provider. The school's RTI structure is as follows :

Tier I – whole class instruction

Tier II – small group instruction

Tier III – one-on-one instruction

Fountas & Pinnell and Village Readers Running Record Assessments are being used to determine Just Right Levels. Assessments will be administered in September, December, March and June. After the September assessment, teachers will place all students into appropriate Tiers.

Tier III students that are three or more Just Right levels below what is grade appropriate will be provided with at-risk interventions for a period of six weeks. After the six week at risk period, if a child has not made improvements, the teacher will begin the online SESIS referral process. There is small group instruction as needed, One-on-One instruction as needed and/or inclusion in the school's Extended Day program twice a week.

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

K-2 English Proficient students (EPs) in our DL program are assessed in the target language (Spanish), using a series of assessments. When they enter the program in Kindergarten. In the spring, these students are administered the ELE test to measure reading achievement. Student performance is assessed to document student progress. Language proficiency in Spanish for our EPs in the Dual Language Program depends on individual students. Some students enter our program with very little to no Spanish language whereas, some come in with more Spanish language skills.

Because of the new Estrellita Literacy program in the lower grades, teachers will have yet another form of assessment and strategies they can use to build the child's second language development skills. Data from the different modalities of NYSESLAT, LAB-R and Spanish CPAA will also be used in instructional decisions.

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?

The English-proficient students (EPs) in our dual language program are assessed in the second (target) language in a number of ways. At the beginning of the school year, all K-3 students are administered the CPAA in Spanish. The results are analyzed to differentiate and drive Spanish instruction. The Estrellita placement test and benchmark assessment tool is also used in the lower grades to place students in small groups for differentiated instruction. For students in grades 4 and 5, the results of the ELE are analyzed. Teachers and administrators study the results of the test to effectively group students and to maximize use of instructional time during the school day. Formal assessments as well as classroom assessments in Spanish are utilized to gather and analyze data to track development of students over time.

In our dual language program, the level of language proficiency in Spanish for EPs shows the following.

- On average, English Proficient students scored at the 55 percentile on the ELE. Spanish proficient students or English proficient students with Spanish support at home scored an average of 84% on the ELE exam.
- More English proficient students in 4th grade received higher scores on the ELE exam than English proficient students in 5th grade. Some 4th grade students participated in an extended day after-school Spanish program.
- We noticed that many of the English proficient students in the 4th grade who come from Spanish speaking homes or who have additional Spanish support which may include care givers/ family members scored higher than EP students with no Spanish language support at home.
- Students who received Spanish instruction during extended day the previous year scored higher than students who did not have additional Spanish support.

The following are the results of how our English proficient students in the dual language program are performing on State and City Assessments.

- 5th grade ELA results show: 25% scored 4, 30% scored 3, 40 % scored 2 and only 5% scored 1.
- 5th grade math results show: 5% scored 4, 55% scored 3, 30% scored 2 and 10% scored 1.
- 4th grade ELA results show: 5.5% scored 4, 33% scored 3, 55% scored 2 and 2.7% scored 1.
- 4th grade math results show: 22% scored 4, 30% scored 3, 44% scored 2 and 2.7% scored 1.
- 4th grade science results show: 54% scored 4 and 46% scored 3. None of the students scored a 2 or a 1.

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

In order to continue providing a quality education to all our ELLs we utilize our literacy/math coach to offer rigorous classroom instruction. Our DL/ESL coordinator also assists teachers with implementing different strategies and activities to ensure that the

children are being taught in an environment where they are allowed to explore and discover and feel comfortable having discussions in both languages. Common prep time for Dual Language teachers to plan collaboratively is provided. In addition, we have periodic grade meetings and study groups where teachers meet to plan and discuss instructional as well as the latest studies on language acquisition. Because the teachers have the opportunity to meet and discuss new findings, data, assessments and lesson planning our programs are more successful. All teachers involved make a great contribution to each child's educational plan. This teamwork assists the students with the right amount of support. The strategies and skills that the children are learning in these programs has assisted in making gains on the NYSESLAT. There is also evidence in the work the students produce and the project-based activities that they work on. By June 2014 at least 65% of students will make one year gains as measured by Fountas and Pinnell Benchmark Assessments in Grades K-2 or Village Readers Leveled Assessments Grade 3-5.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At the time of registration, parents of newly enrolled students are given the Home Language Identification Survey (HLIS) in their native language. If assistance is needed in filling out the HLIS, pedagogues who speak Spanish, Greek, Arabic, Bengali and Chinese are available. Clara Peña, the ESL/BIL Coordinator conducts an informal oral interview and assists parents with answering the questions on the HLIS. After all home language forms are filled out, the ESL coordinator reviews it to determine which students are required to take the LAB-R based on established criteria. Parents of “potential ELLs” receive a letter informing them that their child is a “Potential ELL.” Potential ELLs are administered the LAB-R within 10 days of enrollment. After the parent is provided with an orientation and student has been identified as an ELL, and, within 20 days of enrollment, all ELLS’ information is entered on the ELPC screen on ATS. Teachers administering the LAB-R include Vicki Greenman and Patricia Kritoulis, both ESL certified, and Clara Peña. Spanish students who are identified as ELLs are administered the Span LAB by Clara Peña, a Spanish bilingual certified teacher. Parents are informed of LAB-R score along with “Bilingual and ESL Programs: A Parent’s Guide” prepared by the Office of English Language Learners.
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.
Parents are invited to attend an orientation early in September. Spanish, Bengali Chinese and Arabic translators are available to help parents understand all three program choices. During this orientation, parents will read literature and view a video in their native language about programs available for ELLs. Parents will fill out the parent survey and program selection form. Each form will be analyzed to determine students’ placement. If the Parent Survey and Program Selection Form is not returned, children will be placed in a TBE/DL program at the school if there are sufficient numbers to do so, or in a free standing ESL program. The school ensures that entitlement letters are distributed and that Parent Survey and Program Selections are returned by sending out letters in parents’ native language, calling parents and scheduling various parent orientations throughout the year. Parents who cannot attend the parent orientations when they are offered, are given an opportunity to call the ESL/BIL coordinator and schedule a meeting with her before, during and, after school. At this meeting, the Coordinator will conduct an orientation and parent will fill out the Parent Survey and Program Selection Form. If the ESL/BIL coordinator is not available, the parent coordinator will assist parents.
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 [\[see tool kit\]](#).)
Our school ensures that entitlement letters are distributed by creating class lists with students who are ELLs. After children return the entitlement letters their names are checked off. We reach out to parents who do not return the entitlement letters by calling

them or scheduling them to come in. "Parent Survey and Program Selection Forms" are evaluated for the placement of ELLs, parents receive a placement letter informing them of their child's placement in a TB, ESL or DL program. After NYSESLAT scores are reviewed, all parents of ELLs receive a "Continued Entitlement Letter" to inform them that their child will remain in the same ELL program as the previous year. The ESL/Bil. Coordinator will talk to any parent who may have a question or concern regarding the placement of their child. A copy of all continued entitlement letters is kept on file.

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.

After reviewing the "Parent Survey and Program Selection form" for the past few years, all parents of non Spanish ELLs choose ESL. 50% of Spanish speaking parents of ELL students choose ESL and 50% choose dual language.

100 % of parents of Spanish speaking students in Kindergarten continue to choose Dual Language over bilingual education. After careful evaluation of the "Parent Survey and Program Selection form," students are placed according to the parents' choice.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The ELL Coordinator distributes and maintains all parent surveys and program selection forms. Over the past few years the trend in program choices has been Free-Standing ESL and Dual Language. Currently, we have 293 ELLs in the Free-Standing ESL program and 58 ELLs in the Dual Language program. The program models offered at our school are aligned with parent requests. In order to ensure that all ELLs receive the NYSESLAT annually, a LAB-R, NYSESLAT Exam History Report (RLAT), as well as the NYSESLAT RMSR Report is generated to ensure that all ELLs in our school are tested. Clara Peña, Vicki Greenman and Patricia Kritoulis, create class lists of all ELLs in the school based on information from the RLAT report. All ESL and Bilingual certified teachers along with other school personnel are trained in the administration of the four components of the NYSESLAT test. After the administration of every component of the NYSESLAT, an absentee list is created. After administration of all four components, the list is reviewed so that every student who was absent from any component can be tested

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. 

In order to ensure that parents understand all three program choices (ESL, DL TBE), letters are sent in the parents' home language to invite them to attend a series of parent orientation sessions. These sessions are held at the end of the spring term and at the beginning of the school year. They are conducted by the ESL/Bilingual Coordinator as well as by ESL certified teachers. At every orientation, there are translators as well as literature in all community languages. Parents who are not able to attend are offered the opportunity to come and speak to the ESL/Bil or Parent Coordinator. Parents are also made aware of parent orientations in the monthly calendars which are distributed to every student. Due to parental choice, our school does not have a TBE Program. Parents who have chosen TBE as their first choice are informed of the schools within the district where this program is offered.

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])?

P.S. 166's organizational model is designed as follows:

Currently it services 220 students in Freestanding English as a Second Language (ESL) programs. In our self-contained model, our ELLs are grouped together in an ESL class, usually for the entire school day and for all content instruction. We emphasize English language acquisition through the use of ESL strategies, methodologies and techniques such as visuals, repetition, TPR, and graphic organizers. Our goal is to assist students to achieve the state-designated level of English proficiency for their grade and to help ELLs meet or exceed New York State and Common Core standards.

In addition to having 6 Freestanding ESL classes, we also have 4 ICT and 4 Special Education self-contained classes with ELLs who receive push-in services by certified and highly-qualified teachers. In our push-in model, an ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. In our pull-out model, our two ELL students from the Gifted and Talented program are brought together for English-acquisition-focused instruction.

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)?

ELL students in our self-contained, push-in, and pull-out models receive all instruction in English. As per New York State CR Part 154 regulations, all ELLs who score at the beginning and intermediate levels on the NYSESLAT receive 360 minutes of ESL weekly. Advanced students receive 180 minutes of ESL and 180 minutes of ELA weekly. Students in our DL program receive either 630 or 945 minutes of native language instruction per week. All of our students are provided with high-quality instruction using scaffolding strategies in the delivery of the lessons. To achieve this, instruction is differentiated depending on the needs of the students and the data from LAB-R, NYSESLAT, CCAA, ELA, Success Maker, and other assessments.

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.

We currently have implemented a total of 11 Dual Language classrooms with 2 classes in Kindergarten, 1st, 2nd, 3rd, and 5th grades. 4th grade has 1 self-contained Dual Language class. There are 30 ELL students in the Dual Language program. Our Dual Language program is a developmental, heterogeneous, language-enriched bilingual education program that integrates native English speakers with native speakers of Spanish for all of the content area instruction. All students in our Dual Language program develop their second-language skills while learning content knowledge in both languages. Both groups provide good linguistic models for each other and, through their interactions, support language development in both languages. Students are expected to build academic skills in their first language and eventually transfer these skills to the second language. ELL and English proficient students are linguistically integrated for all content area instruction in all grades. In our self-contained class, there is one teacher who provides instruction in both English and Spanish. In our team teaching configuration, there are two classes that receive instruction from two teachers. The two teachers plan all instruction together in order to meet the academic and linguistic objectives of all the students. Instruction in reading, writing, math, science, and Social Studies is delivered in both English and Spanish every other day. In Kindergarten, first, second, third and fifth grades, this program will follow the Alternating Day Variant of 50:50 Model which involves two teachers, two linguistically integrated classes, and two separate classrooms. In 4th grade the Dual Language classroom will follow the Alternating Day Variant of 50:50 Model. The classroom is divided into two sections, one for English, color-coded in blue and the other in Spanish, color-coded in red. In this program, students will build upon academic skills in their first language and eventually transfer these skills to the second language. Language Arts is taught using NLA, ESL, and ELA strategies. Content area subjects are taught in both English and Spanish, using second language acquisition strategies, and the target language. The classroom environment is designed to represent the Teacher's College workshop model and balanced literacy in the daily instruction. Teachers use differentiated instruction to meet the needs of the students. All of our beginner and intermediate students receive 360 minutes of ESL per week and all advanced students receive 180 minutes of ESL and 180 minutes of English language arts per week. The ESL teacher provides content area support for ELLs by using ESL methodologies, instructional strategies and scaffolding techniques such as modeling, bridging, contextualization, schema building, text representation and metacognitive development.

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

Dual Language students in grades K-2 will be appropriately evaluated in their native language (Spanish) throughout the year by using Estrellita placement test and Benchmark assessment tool. Based on the results, small groups will be formed, allowing for differentiated instruction throughout the year.

In grades 3-5, all students participating in the DL Program take Examen de Lectura en Espanol (ELE) to assess reading achievement in Spanish. The data obtained from all assessments is analyzed and used to drive instruction. In order to help English proficient students acquire Spanish, they will receive small group instruction by a certified and highly qualified Spanish Bilingual teacher.

In order to continue providing a quality education to all our ELLs, we utilize our literacy coach to offer rigorous classroom instruction. We provide common prep time for Dual Language teachers to plan collaboratively. In addition, we have periodic grade meetings and inquiry groups where teachers meet to plan and discuss instruction as well as the latest studies on language acquisition.

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

ELL students in our programs are culturally enriched due to the great number of immigrant students enrolled in our school. The diversity of languages allows room for our students to appreciate and be sensitive to other people's cultures.

ELL students new to the country transition by working with ESL teachers and pairing up with other students who share a common language.

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).

We currently have no SIFE students in our school.

Many of our English Language Learners who have been in the country for less than 3 years (newcomers), and are in need of additional support in English, are offered the opportunity to attend an Extended Day program where they receive small group tutoring to help with reading, writing and math. If funding is available, students will be offered the opportunity to participate in an afternoon/Saturday program, where highly qualified and certified ESL teachers will provide high-quality instruction in English as a Second

Language, English Language Arts, and Math using a variety of ESL methodologies.

All ELLs receiving service for 4-6 years attend an Extended Day program which focuses on enriching and amplifying their vocabulary, and strengthening their reading comprehension. Students who do not increase their NYSESLAT score from year-to-year receive AIS.

Test accommodations are made for all ELL students on the NYS exams. ELLs and former ELLs (students who passed the NYSESLAT in the last two years) are given the allowable time and a half, separate location, and listening passages read three times instead of two.

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?

To provide access to academic content areas and accelerate English language development for ELLs-SWDs to achieve their IEP goals, we use flexible grouping for academic intervention, differentiation and the integration of ELLs into heterogeneous classes based on student needs and learning styles. Co-teaching, as well as integrating thematic and project-based learning enable teachers to help students to attain English proficiency. All service providers, including OT, PT and/or speech push in according to the child's needs. Service providers, along with the classroom teacher, paraprofessional, and ESL teacher collaborate to discuss ESL strategies in order for the child to meet the IEP goals.

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?

Special Education students not meeting proficiency levels in English continue to be provided with push-in ESL services which are provided by certified ESL teachers. Paraprofessionals assigned to students are assigned according to language when available. All special education students that require a bilingual paraprofessional due to their IEP have one. Our school's program is designed for students on each grade level to teach lunch at the same time. Recess is organized in a way that a variety of children are given the chance to interact with one another. For example, monolingual, ELL, SWD, DL and G&T students are integrated throughout the school day. Physical activities, assemblies, shows and trips are organized in a way that children interact with as many members of the school community as possible.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

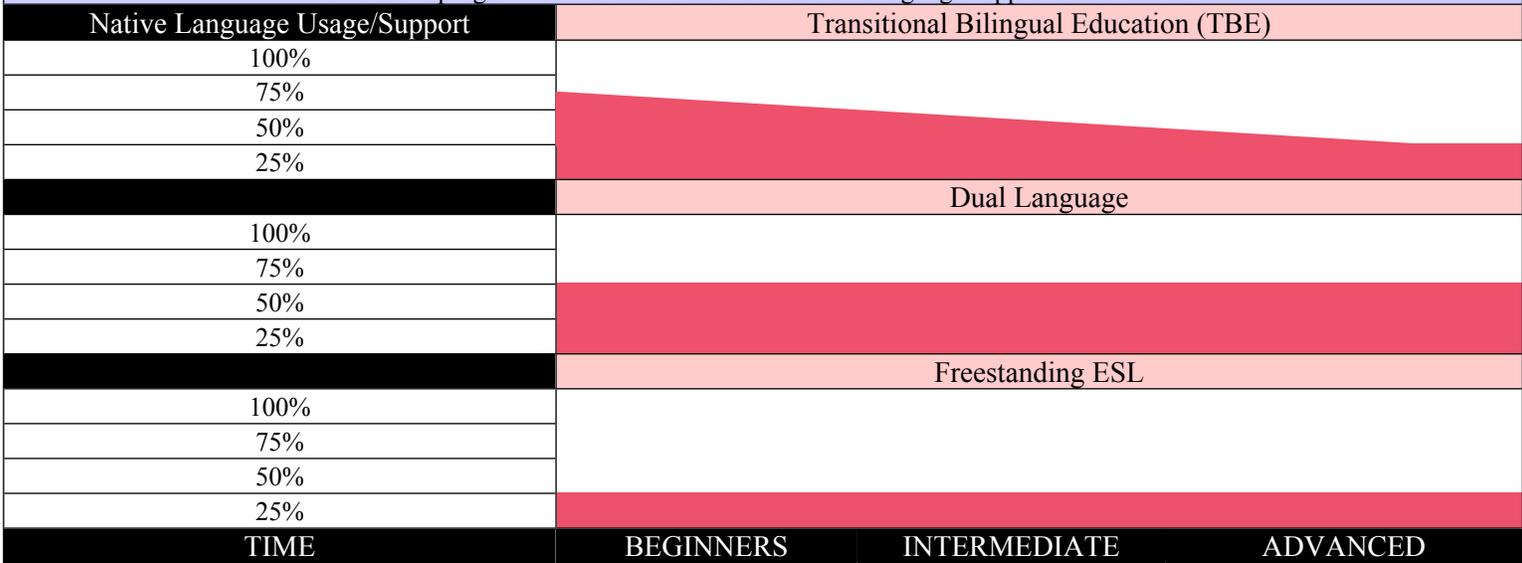
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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.
- English Language Learners who have been in the country for less than 2 years and are in need of additional support in English, are offered the opportunity to attend the Extended Day Program. Here, highly qualified and certified ESL teachers provide differentiated instruction in ESL, ELA, Math, Social Studies and Science using a variety of methodologies. Native language instruction is provided by certified bilingual teachers to English proficient students during the Extended day (twice a week). Another intervention program to help support our ELLs in ELA and math, will be the Saturday Program that will start in March and finish in April.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Integrated thematic and project-based learning for heterogenous groups of ELLs, co-teaching (ESL and content area teachers), integrated academic language development and literacy in the content area are the things we are mostly focusing on now. Our curriculum and instruction is aligned to instructional goals and standards. The use of differentiated instructional strategies and adequate material are used to address the needs of all the students.
- As each year goes on, we have noticed that our ELLs have been making gains on the NYSESLAT. We use LAB-R and Spanish LAB are reviewed at the beginning of the year to assess new students in our school. We also use Fountas and Pinnell Benchmark Assessments in Grades K-2 or Village Reader Leveled Assessment in Grades 3-5. This data is reviewed in September, December, March and June. The NYSESLAT is reviewed in August for the upcoming school year. The ELA, Math and are also reviewed before the start of the school year.
11. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming school year we are incorporating more technology in the curriculum that is aligned to the NYS Common Core Learning Standards. Grades K-2 will also incorporate the Estrellita program to build on vocabulary and reading comprehension in Spanish.
12. What programs/services for ELLs will be discontinued and why?
- We did not discontinue any programs this year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are included in all activities according to their classroom schedule. Students participate in all assemblies, shows and field trips. Parents are informed of all the after school programs we have in our building and follow the proper procedures to have their children join and attend. Our social worker is also available and is able to inform parents of after school programs in our community. Our parent coordinator also helps parents make arrangements to have their children placed in programs that will help them with their language needs.
- Our after school programs are Jacob Riis and Serious Fun. The children that sign up for these activities are provided with assistance with assignments and projects which help students improve their language skills. Homework help is provided if needed. The children also participate in physical activities such as karate, dance and basketball. There are arts & crafts, music, drama sessions provided by these programs. Boys can sign up for "Boy Schouts" which meet every Monday afternoon. They learn about community service, life skills, respect and honor.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We are using the Estrellita program to support lower grades with their blending, literacy and reading comprehension. Interactive lessons are done on the smart board to build vocabulary in the math, science, social studies and reading. We are building our classroom libraries with nonfiction books. Our school library teacher is well aware of what each grade and class is studying and is always prepared to assist with planning and providing resources to enhance student learning. Teachers use document readers, laptops and the internet to assist in their lessons.
- Grades 1-5 we use the following, "Viva las Matematicas" Go Math; "Lectura" Houghton Mifflin for literacy, "Horizontes" Hartcourt for Social Studies and "Descubre Ciencias" Houghton Mifflin for Science.
- For technology, each classroom is equipped with laptops/computers. Each class also has a Smart board available for interactive lessons. We also have a new media center with over 30 new desktop computers which teachers sign up for on a weekly basis. The Success Maker program is used to support ELLs. Another example of materials used with technology is spanishflashcards.com.

Teachers also use dictionaries, posters, charts, nonfiction books and educational videos to support the ELLs and the EPs in the DL program.

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

We emphasize English language acquisition through the use of ESL strategies, methodologies and techniques such as visuals, repetition, TPR, and graphic organizers. Our goal is to assist students to achieve the state-designated level of English proficiency for their grade and to help ELLs meet or exceed the New York State common core learning standards.

Grades 1-5 we use the following, "Viva las Matematicas" Go Math; "Lectura" Houghton Mifflin for literacy, "Horizontes" Hartcourt for Social Studies and "Descubre Ciencias" Houghton Mifflin for science.

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

Our Extended Day program is designed to give students the extra help they need. The groups were designed to be small and the children get the opportunity to work with other teachers aside from their regular classroom teacher. Service providers that have ELLs, are usually pushing-in during the regular school day to provide support in the classroom and assist classroom teachers with strategies to help the child.

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.

Open Houses are scheduled in the Spring for the incoming Fall students. School tours and classroom visitations are arranged with translation services provided by school staff. For example, our ESL coordinator takes the Spanish families and explains the programs in Spanish. We also use parent volunteers for any other languages that might be needed for translation. Parent involvement is crucial to ensure the success of all ELLs at PS 166. From the moment the parents enter our school, they are made aware of the different programs designed to help the children achieve academic excellence. At the time of registration, Home Language Identification Surveys are carefully reviewed to determine which children are potential ELLs. In September, parents of ELL students attend an orientation session where they are made aware of programs that are available such as ESL, Transitional Bilingual and Dual Language Programs. During this orientation, parents will read literature and view a video in their native language about each program. Parents will then fill out the parent survey and program selection form. Each form will be analyzed to determine students' placement. After reviewing the "Parent Survey and Program Selection Form" for the past few years, the trend in program choice continues to be ESL. Parents of Spanish speaking students in Kindergarten continue to choose Dual Language over bilingual education. After careful evaluation of the "Parent Survey and Program Selection Form," students are placed according to the parents' choice.

Our after school programs, Jacob Riis and Serious Fun have orientation meetings. The children that sign up for these activities are provided with assistance with assignments and projects which help students improve their language skills.

18. What language electives are offered to ELLs?

We only offer Spanish in our Dual Language program.

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)?

We currently have implemented a total of 11 Dual Language classrooms with 2 classes in Kindergarten, 1st, 2nd, 3rd, and 5th grades. 4th grade has 1 self-contained Dual Language class. There are 30 ELL students in the Dual Language program. Our Dual Language program is a developmental, heterogeneous, language-enriched bilingual education program that integrates native English speakers with native speakers of Spanish for all of the content area instruction. All students in our Dual Language program develop their second-language skills while learning content knowledge in both languages. Both groups provide good linguistic models for each other and, through their interactions, support language development in both languages. Students are expected to build academic skills in their first language and eventually transfer these skills to the second language. ELL and English proficient students are linguistically integrated for all content area instruction in all grades. In our self-contained class, there is one teacher who provides instruction in both English and Spanish. In our team teaching configuration, there are two classes that receive instruction from two teachers. The two teachers plan all instruction together in order to meet the academic and linguistic objectives of all the students. Instruction in reading, writing, math, science, and Social Studies is delivered in both English and Spanish every other day. In Kindergarten, first, second, third and fifth grades, this program will follow the Alternating Day Variant of 50:50 Model which involves two teachers, two linguistically integrated classes, and two separate classrooms. In 4th grade the Dual Language classroom will follow the Alternating Day Variant of 50:50 Model. The classroom is divided into two

sections, one for English, color-coded in blue and the other in Spanish, color-coded in red. In this program, students will build upon academic skills in their first language and eventually transfer these skills to the second language. Language Arts is taught using NLA, ESL, and ELA strategies. Content area subjects are taught in both English and Spanish, using second language acquisition strategies, and the target language. The classroom environment is designed to represent the Teacher's College workshop model and balanced literacy in the daily instruction. Teachers use differentiated instruction to meet the needs of the students. All of our beginner and intermediate students receive 360 minutes of ESL per week and all advanced students receive 180 minutes of ESL and 180 minutes of English language arts per week. The ESL teacher provides content area support for ELLs by using ESL methodologies, instructional strategies and scaffolding techniques such as modeling, bridging, contextualization, schema building, text representation and metacognitive development.

Dual Language students In grades K-2 will be appropriately evaluated in their native language throughout the year by using the Estrellita placement test and Benchmark assessment tool. Based on the results. Small groups will be formed, allowing for differentiated instruction throughout the year. In grades 3-5, all students participating in the DL Program take Examen de Lectura en Español (ELE) to assess reading achievement in Spanish. The data obtained from all assessments is analyzed and used to drive instruction. In order to help English proficient students acquire Spanish, they will receive small group instruction by a certified and highly qualified Spanish Bilingual teacher. In order to continue providing a quality education to all our ELLs, we utilize our literacy coach to offer rigorous classroom instruction. We provide common prep time for Dual Language teachers to plan collaboratively. In addition, we have periodic grade meetings and inquiry groups where teachers meet to plan and discuss instruction as well as the latest studies on language acquisition. To provide access to academic content areas and accelerate English language development for ELLs-SWDs to achieve their IEP goals, we use flexible grouping for academic intervention, differentiation and the integration of ELLs into heterogeneous classes based on student needs and learning styles. Co-teaching, as well as integrating thematic and project-based learning enable teachers to help students to attain English proficiency. All service providers, including OT, PT and/or speech push in according to the child's needs. Service providers, along with the classroom teacher, paraprofessional, and ESL teacher collaborate to discuss ESL strategies in order for the child to meet the IEP goals. Special Education students not meeting proficiency levels in English continue to be provided with push-in ESL services which are provided by certified ESL teachers. Paraprofessionals assigned to students are assigned according to language when available. All special education students that require a bilingual paraprofessional due to their IEP have one. In our dual language program, the level of language proficiency in Spanish for EPs shows the following:

- On average, English Proficient students scored at the 55 percentile on the ELE. Spanish proficient students or English proficient students with Spanish support at home scored an average of 84% on the ELE exam.

- More English proficient students in 4th grade received higher scores on the ELE exam than English proficient students in 5th grade. Some 4th grade students participated in an extended day after-school Spanish program.

- We noticed that many of the English proficient students in the 4th grade who come from Spanish speaking homes or who have additional Spanish support which may include care givers/ family members scored higher than EP students with no Spanish language support at home.

- Students who received Spanish instruction during Extended Day the previous year scored higher than students who did not have additional Spanish support.

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.

Teachers will participate in Professional Development on how to break down the Common Cor Learning Standards, incorporate them in daily planning, and infuse principals in classroom instruction once a week for the 2013-2014 school year. Teachers will participate in professional Development on Fountas and Pinell and Village REaders programs to use student data for planning and goal setting once a week for the 2013-2014 school year. Our teachers will further the development of inquiry, as teams of teachers using data to inform differentiated lesson planning twice a month. Teachers will assess students' Just Right levels four times a year, in September, December, March and June.

All Dual Language teachers (Clara Pena, Olivia Ramirez, Damica Markovic, Carmen Urena, Rosa Alayo) in grades K-2 participated in the Estrellita training.

Our Coach, Effie Speratos, provides Professional Development to teachers on how to implement the Common Core Learning Standards in daily lessons and unit studies. She also trains teachers on how to use technology to enter and analyze data gathered from our Go Math program.

We provide staff embers with the opportunity to attend workshops provided by OELL.

ESL teacher, Lainie Bertin participated in workshop for Project Hope. Special Education teachers, Kalliopi Alevriadis, Lambrini Matsas participated in a ELL/Special Ed meeting. Special Education teacher, Penelopi Kikis, STARS training. Kari Seitz, Mary Hoar and Leo Waxman participated in a Go Math professional development workshop. Effie Siamas, Eileen McCann and Svetlana Godvekht attended a Speech workshop. Our Parent Coordinator, Ms. Bland Attended a "Build a Book" and a Cool Culture "Museum of Fold Art workshops. Elana Kirschbaoum, Special Education teacher attended an Autism workshop. She also participated in a Special Education workshop for ICT teachers with Grace LoPiccolo, Helen Pappas and Vanessa Herbach. Kari Seitz and Penelopi Kikis attended a Schoolnet Operations workshop. And our secretary Helen Lazos, who is in charge of Translation services attended the Language Access Training. Our ESL/DL coordinator participated in the NYSITELL professional development.

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?

P.S. 166's Parents' Association has organized fund raisers. Our PA is also very involved in the community and bringing in outside resources to enhance learning. We have our gardening club that works with various classes on each grade to learn about plants and the process needed for fruits/vegetables to grow. This activities are also integrated in the lessons learned in the classroom. The PA also has fund raisers and activities after school where children and their families are invited to attend. Our school has holiday shows and assemblies where all students participate and families are invited to attend. Teachers invite parents/families for classroom visitations where children's work is showcased. We have a parent volunteer luncheon to acknowledge the work our parents do for our school. All this is communicated in writing via letters from the principal or teachers and/or flyers.

From the moment parents enter our school, they are made aware of the different programs designed to help their children achieve academic excellence. When parents register their children, the ESL/Dual Language Coordinator, Parent Coordinator, or trained staff member assists them in the registration process. In-house translators are available for parents to ensure that information is communicated properly.

Parents are given a choice of enrolling their children in a Transitional Bilingual, ESL, or Dual Language program after the child has been administered the LAB-R and parents have seen the NYCDOE video "Orientation Video for Parents of Newly Enrolled ELL's"

In the Spring, parents of incoming students are invited to attend an open house. At this time, administrators, teachers, parent coordinator, ESL Coordinator, Dual Language Coordinator, Guidance Counselor, and translators greet and speak to the parents about the school. Parents are informed of the different programs, activities, events and special services available to their children such as Speech and Language, Physical Therapy, music and multicultural events. At the end of the orientation, parents are encouraged to ask questions and are finally taken on a tour of the school.

To keep parents abreast of the different programs within our school, P.S. 166 provides parents of ELL students with at least three parent orientation meetings during the year. The Fall orientation is to inform parents of the programs available for ELL's such as Transitional bilingual, Freestanding English as a Second Language, and Dual Language. The Winter and Spring orientations focus on informing parents of the different tests, assessments and their implications. During these orientations translators of different community languages are present.

The Parent Coordinator is the link between the parents and the school community. She familiarizes the parents with the immediate community and informs them of resources such as local doctors, health care institutions, legal services, and any other services which may be needed by parents, such as immigration, citizenship, housing, food stamps, etc.

The Parent Coordinator, conducts ESL classes for the parents weekly. She incorporates activities such as crocheting or Arts and Crafts so that parents experience a variety of activities and learn language skills needed for completing these activities. The Parent Coordinator also trains the parents to access the DOE website and use the ARIS Parent Link to acquire valuable information regarding their child's education.

The Parent Coordinator assists the Coach in offering math and literacy workshops throughout the year. These workshops inform parents of math and reading programs in the building. In addition, the workshops teach parents how to help their children improve math and literacy skills at home. Additionally, the Parent Coordinator organizes and provides workshops with the help of outside agencies on topics ranging from nutrition, health, assessments and information on how parents can help their children succeed.

Some of the outside agencies include:

- Health Plus: Informs parents about free or low-cost medical coverage for children and offers enrollment for those parents who have no health coverage.
- Mount Sinai Hospital of Queens: Conducts several workshops at the school during the school year on various topics dealing with children, adolescents, and health. In addition, they send flyers to inform the parents of community workshops that are scheduled at the hospital in their "Community Room." Topics include health, nutrition, aerobics, etc. The hospital also offers free screening for high blood pressure, cancer and diabetes.
- Cornell University: Offers a 6-week nutrition program to the parents to teach them how to budget, shop wisely, and prepare healthy meals for their families. During these sessions, parents participate in hands-on activities where they actually prepare healthy nutritious meals. Upon completion of the six-week program, parents receive a certificate from Cornell which can be used towards employment in the food business.

- Dial-A-Teacher: A service provided by the U.F.T. that allows parents to call in for homework help for their children. The service is available Monday-Thursday from 4:00 – 7:00 p.m. in ten languages.

- Cultural enhancements: Museums such as the Metropolitan, Brooklyn Children’s, Noguchi, and Socrates Sculpture Park come to P.S. 166 to provide parents with cultural resources, as well as free activities available for children.

In the Spring, there is an orientation for parents of incoming Kindergarten students. The Dual Language/ESL coordinator explains the HLIS forms, LAB-R and NYSESLAT testing to the parents and informs them of the various programs that are available for all students. ESL, Bilingual, and Dual Language programs are explained so that parents make informed decisions about where they want their child placed. In the Fall, the Dual Language/ESL Coordinator conducts an orientation for parents of newly-admitted students. The coordinator explains the programs available in the school for all children. Parents of ELL students are informed and given the opportunity to select an ESL, Bilingual or Dual Language program. They also learn how differentiated instruction and small group instruction are used to meet children’s needs, and how support staff such as ESL teachers can support this type of instruction.

Parents of the newly enrolled students are also invited to attend workshops presented by the service providers of P.S. 166. The service providers inform parents of the various services their children are entitled to in order to address any special needs they may have.

The Parent Coordinator assists in the above-mentioned workshops and also coordinates other workshops to inform the parents of services and resources in the community that are available to them and their families.

Our social worker has informed parents of the following organizations that provide assistance to students, such as Homework Helper for Kids; Ravenswood Family Literacy Center; Long Island City Community Library; and Kumon Math and Reading Center.

All this information is shared at Parent Association meetings, SLT meetings, and at Parent/Teacher conferences. We involve parents in a timely and ongoing manner in the planning, implementaton, evaluation, and continuous improvement of prgrams in our school. This will be done through the School Leadership Team, Parent Committees, and Evaluations/Survey Forms.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: The Henry Gradstein School

School DBN: 30Q166

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jessica Geller	Principal		12/4/13
Katherine Tsimis Georgiou	Assistant Principal		12/4/13
Mary Bland	Parent Coordinator		12/4/13
Vicki Greenman	ESL Teacher		12/4/13
	Parent		
Clara Pena	Teacher/Subject Area		12/4/13
Patti Kritoulis	Teacher/Subject Area		12/4/13
Effie Spiratos	Coach		12/4/13
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q166 School Name: The Henry Gradstien School

Cluster: 2 Network: 2.02

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

Part A: Needs Assessment Findings

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

Home Language Identification Surveys (HLIS) are completed by the parents in their home languages and results are analyzed. In addition to the HLIS, parents are sent home a second language survey from P.S. 166 asking them to indicate their language of preference for any communication between them and the school. This second survey is especially helpful in situations where the parents are of different backgrounds and do not speak the same language. The parent, who is responsible for communicating with the school, is the one whose language is most often requested for correspondence. Responses are analyzed. Parents then receive written and oral information from the school in the language they have requested.

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.

After analyzing data from the Home Language Identification Surveys (HLIS) and the P.S. 166 Language Surveys, results indicate that the languages most needed for oral and written communication as requested by parents are English, Spanish, Arabic, Bengali, Chinese, Korean, Urdu and Japanese. Findings are shared with the school community at SLT and PA meetings. The parent coordinator is made aware of the school's language needs and maintains literature in all of the most prominent languages. She also helps to facilitate interactions with translation services.

Part B: Strategies and Activities

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

Both Title I translation service monies, and in-house staff are used continuously for written translation services. Written correspondence such as newsletters, notifications regarding workshops or informational meetings, and any other letters of importance will continue to be sent to the parents in the language they have requested.

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.

In-house, including teachers and paraprofessionals, along with parent volunteers, will work closely together providing oral interpretation services to meet the language needs of the parents of P.S. 166. Because of the excellent working relationship and sense of community that exists in the building, parents often bring in outside volunteers to assist with interpretation services. We plan to continue providing interpretation services in the same manner during the coming year. In the event that no staff member is available in the building when oral interpretation is needed, we will continue to have ongoing access to the Department of Education's Telephone Interpretation Service Department to meet the needs of parents at all times. We will take the steps required to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. All Parents whose primary language is a covered language, and who requires language assistance services, will be provided with a copy of The Bill of Rights & Responsibilities which includes their rights regarding translation and interpretation services.

Posted in the lobby of the building's primary entrance, there are signs indicating where parents need to go for translation and interpretation services. These signs are posted in the covered languages and are also available in the Parent Coordinator's room.

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>.

It is the school's policy that parents in need of language assistance services are not and will not be prevented from reaching the school's administrative offices solely due to language barriers.

Upon entering the school building, there are signs posted in the languages of the school population indicating where to go for translation and interpretation services. Every parent, regardless of the language they speak, will continue to be allowed into the building as long as they show valid identification to the security officer at the main entrance. The parents are welcomed to work with our Parent Coordinator with any information they might need about their child's education or events at the school or around our community. Our school staff will inform parents of the Department of Education's website and how to access the translation and interpretation services. Parents will be given information regarding the DOE website during PA meeting and the parent coordinator gives workshops informing parents of the website and shows them how to access the information they need.

We will obtain translation of signs and required forms pursuant to Chancellor's Regulations A-663 for parents whose language (other than English or covered language) is shared by more than 10% of the school's population. These forms will be posted and provided in accordance with the Chancellor's Regulations A-663.

For parents whose language is shared by less than 10% of the school's population, even if the number is as low as 1, we provide in-house translation and interpretation services. We plan to continue servicing the parents' needs in this matter.

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: Henry Gradstein	DBN: 30Q166
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: during the school day
Total # of ELLs to be served: 250
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: 1
of certified ESL/Bilingual teachers: 12
of content area teachers: 0

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:

Instructional Program

P.S. 166 is multicultural school located at 33-09 35th Ave. in Long Island City Queens. The total student population is 1,185 of which 21% are English Language Learners. Our school provides standardized and consistent high-quality instruction for those participating in the ESL and Dual Language Programs. Currently our school has 6 free-standing ESL classes in grades K-5 and 11 Dual Language classes in grades K-5. These programs are designed in accordance with CR- Part 154 and the Title III guidelines. The placement of the above students is based on the results of the LAB-R and NYSESLAT scores. ELL students who scored at the beginning or intermediate levels receive 360 minutes of ESL per week. Students who scored at the Advanced level receive 180 minutes of ESL and 180 minutes of ELA weekly. Certified and highly qualified ESL and bilingual teachers service all of our ELL students.

The instructional strategies that are being implemented to help our ELL students meet the City and State standards are as follows:

- The DL Coordinator facilitates the use and implementation of the Success Maker program. The coordinator provides a supplemental service that goes beyond the ELL mandates of the school day. Not only do students receive their required ELL services, but through Success Maker they also improve their literacy and math skills using a multi-lingual approach. The coordinator ensures the completion of the Success Maker activities while also working with small groups of students on specific skills.
- CPAA, Acuity, Success Maker, ELL Interim Assessments, LAB-R, NYSESLAT, ELA, and ELE are all used to identify the needs of individual students.
- Reading and writing workshop models
- 90-minute ESL block concentrating on mastery of the English language through reading, writing, speaking and listening.
- Using ESL methodologies such as TPR, modeling, and visuals, along with technology and exposure to different forms of literature to yield cross-cultural knowledge and understanding.
- AIS services where small group instruction is provided to help students who need additional help.
- Schools Attuned, which will focus on weaknesses and build on strengths through 1-to-1 tutoring,

Part B: Direct Instruction Supplemental Program Information

small-group instruction, or whole-group instruction.

- Other authorized ESL activities such as trips, multicultural shows, interviews, speeches, international lunches and exposure to literature will be developed to enhance and broaden students' knowledge.
- Title III Supplementary Instructional Program

The DL coordinator, provides supplemental services to our ELL students . PS 166 works with a Community Based Organization to provide many of our students with an afterschool program. Due to the success of that program, we offer Title III supplemental services during the school day. Students have the opportunity to work with materials that are parallel to the NYSESLAT which should lead to increased levels of English Language Proficiency.

PS 166 has 11 Dual Language classes. Because of the infrastructure of the school, we require a Dual Language coordinator who will provide additional support to the teachers and students in this program. Two days a week, Ms. Pena will work with students and the rest of her schedule will be dedicated to working with parents and staff. Children will receive supplemental services in the content area above and beyond the mandates. In the two days that Ms. Pena works with the students. She services 12 classes with ELL students by using the Success Maker program and through this assuring the completion of all activities. This service is above and beyond the mandated units of ESL.

Students in all grades receive individualized instruction by participating in Success Maker once a week, a research and technology based program by Pearson. The program is designed to improve English acquisition for ELLs and improves Spanish literacy for those students whose native language is Spanish. Reports of student data from Success Maker are generated. The reports are analyzed and used to differentiate instruction in all curriculum areas.

Success Maker, a technology-based program is used to increase language skills, in both English and Spanish, by providing students with supplemental individualized instruction in reading and math. Success Maker is used in addition to the mandated time of instruction for our ELL students. Used in conjunction with lessons on the Smart Board, the program reinforces reading, writing, listening, and speaking skills. Data reports, from the program, are used as assessments and provide teachers with necessary data for differentiating instruction.□□□□□

Staff Development (2012 – 2013 Activities) :

The following staff development workshops will be planned for the 2012 – 2013c school year for ELL teachers. The proposed schedule for the professional staff development workshops for the 2012 – 2013 school year is as follows:

Aug./Sept. 2012: Literacy Coach and DL Coordinator and/or administration will provide workshops during inquiry time for ELL teachers in order to empower them to align the Core Standards with the Success Maker Program. Administration of the LAB-R

October 2012: Literacy Coach or DL Coordinator or Administration will provide professional

Part B: Direct Instruction Supplemental Program Information

development during Monday morning inquiry time in differentiating instruction for ESL students.

November 2012: Literacy Coach or DL Coordinator or Administration will explore RPI and MAI strategies during inquiry time and how they can differentiate instruction to meet the ELL students' needs.

December 2012: Literacy Coach or DL Coordinator or Administration will provide ELL teachers with a more in depth look at differentiation of instruction to meet the ELL students' needs during Monday morning inquiry time.

January 2013: Literacy Coach or DL Coordinator or Administration will provide ELL teachers with a more in depth look at differentiation of instruction to meet the ELL students' needs during Monday morning inquiry time.

February 2013: Literacy Coach, DL Coordinator, and school based personnel will further develop skills during inquiry time necessary for integrating Smart Board instruction into daily lessons using data from Success Maker and supplementing the existing ELL program.

March 2013: Literacy Coach or DL Coordinator or Administration will provide guidance during inquiry time for interpreting past NYSESLAT scores and how to prepare students for the NYSESLAT test utilizing data including RPI, MAI, Success Maker, Acuity, and CPAA.

April 2013: Literacy Coach or DL Coordinator or Administration will provide guidance during inquiry time for interpreting past NYSESLAT scores and how to prepare students for the NYSESLAT test utilizing specific skills outlined in the Success Maker program while working with Smart Boards. Administration of the NYSESLAT exam.

May 2013: DL Coordinator will provide workshops during inquiry time on assessing and evaluating the supplemental ELL programs to assure successful implementation in the future.

The Dual Language Coordinator will also be involved in several parent workshops over the course of the year:

September - Orientation for incoming ELL students

- Stephe Dapontes and Karla Morrero of the Children's First Network will provide a series of professional development sessions for classroom teachers of ELL students.

Part C: Professional Development

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:

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January 2013: Literacy Coach or DL Coordinator or Administration will provide ELL teachers with a more in depth look at differentiation of instruction to meet the ELL students' needs during Monday morning inquiry time.

February 2013: Literacy Coach, DL Coordinator, and school based personnel will further develop skills during inquiry time necessary for integrating Smart Board instruction into daily lessons using data from Success Maker and supplementing the existing ELL program.

March 2013: Literacy Coach or DL Coordinator or Administration will provide guidance during inquiry time for interpreting past NYSESLAT scores and how to prepare students for the NYSESLAT test utilizing data including RPI, MAI, Success Maker, Acuity, and CPAA.

April 2013: Literacy Coach or DL Coordinator or Administration will provide guidance during inquiry time for interpreting past NYSESLAT scores and how to prepare students for the NYSESLAT test utilizing specific skills outlined in the Success Maker program while working with Smart Boards.

May 2013: DL Coordinator will provide workshops during inquiry time on assessing and evaluating

Part C: Professional Development

the supplemental ELL programs to assure successful implementation in the future.

- Stephie Dapontes and Karla Morrero of the Children’s First Network will provide a series of professional development sessions for classroom teachers of ELL students.

Self-contained ESL classrooms will have Smart Boards and programs in both English and Spanish are used with the classes. Smart Boards provide an opportunity for students to engage in supplemental interactive activities that reinforce language proficiency skills in reading, writing, listening, and speaking.

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: Parent/Community Involvement

From the moment parents enter our school, they are made aware of the different programs designed to help their children achieve academic excellence. When parents register their children, the ESL/Dual Language Coordinator, Parent Coordinator, or trained staff member assists them in the registration process. Translators are available for parents to ensure that information is communicated properly.

Parents are given a choice of enrolling their children in a Transitional Bilingual, ESL, or Dual Language program after the child has been administered the LAB-R and parents have seen the NYCDOE video “Orientation Video for Parents of Newly Enrolled ELL’s”

In the Spring, parents of incoming students are invited to attend an open house. At this time, administrators, teachers, parent coordinator, ESL Coordinator, Dual Language Coordinator, Guidance Counselor, and translators greet and speak to the parents about the school. Parents are informed of the different programs, activities, events and special services available to their children such as Speech and Language, Physical Therapy, music and multicultural events. At the end of the orientation, parents are encouraged to ask questions and are finally taken on a tour of the school.

To keep parents abreast of the different programs within our school, P.S. 166 provides parents of ELL students with at least three parent orientation meetings during the year. The Fall orientation is to inform parents of the programs available for ELL’s such as Transitional bilingual, Freestanding English as a Second Language, and Dual Language. The Winter and Spring orientations focus on informing parents of the different tests, assessments and their implications. During these orientations translators, of different community languages, are present.

Part D: Parental Engagement Activities

The Parent Coordinator is the link between the parents and the school community. She familiarizes the parents with the immediate community and informs them of resources such as local doctors, health care institutions, legal services, and any other services which may be needed by parents, such as immigration, citizenship, housing, food stamps, etc.

The Parent Coordinator, conducts ESL classes for the parents weekly. She sometimes incorporates activities such as crocheting or Arts and Crafts so that parents experience a variety of activities and learn language skills needed for completing these activities. The Parent Coordinator also trains the parents to access the DOE website and use the ARIS Parent Link to acquire valuable information regarding their child's education.

The Parent Coordinator assists the coaches in offering math and literacy workshops throughout the year. These workshops inform parents of math and reading programs in the building. In addition, the workshops teach parents how to help their children improve math and literacy skills at home.

Additionally, the Parent Coordinator organizes and provides workshops with the help of outside agencies on topics ranging from nutrition, health, assessments and information on how parents can help their children succeed.

Some of the outside agencies include:

- **Health Plus:** Informs parents about free or low-cost medical coverage for children and offers enrollment for those parents who have no health coverage.
- **Mount Sinai Hospital of Queens:** Conducts several workshops at the school during the school year on various topics dealing with children, adolescents, and health. In addition, they send flyers to inform the parents of community workshops that are scheduled at the hospital in their "Community Room." Topics include health, nutrition, aerobics, etc. The hospital also offers free screening for high blood pressure, cancer and diabetes.
- **Cornell University:** Offers a 6-week nutrition program to the parents to teach them how to budget, shop wisely, and prepare healthy meals for their families. During these sessions, parents participate in hands-on activities where they actually prepare healthy nutritious meals. Upon completion of the six-week program, parents receive a certificate from Cornell which can be used towards employment in the food business.
- **EPIC (Every Person Influences Children):** Provides workshops based on parents' needs. Members of the organization teach parents how to set goals for themselves and for their children, addressing issues such as adolescence, children with special needs, and sexual abuse. Parents receive a three full-day training session at EPIC's home base, I.S. 204 in Long Island City. Workshops then follow at P.S. 166 to address parents' needs.
- **Learning Leaders:** Provides training sessions for parents on how to help volunteer in the classroom and school community. They assist with small groups and one-on-one remediation. The parents gain useful knowledge in order to help their own children with homework. Parents are given suggestions on choosing appropriate books for the different ages. In the Spring, a luncheon is held for

Part D: Parental Engagement Activities

the Learning Leaders as a culminating activity.

- **Dial-A-Teacher:** A service provided by the U.F.T. that allows parents to call in for homework help for their children. The service is available Monday-Thursday from 4:00 – 7:00 p.m. in ten languages.
- **Cultural enhancements:** Museums such as the Metropolitan, Brooklyn Children’s, Noguchi, and Socrates Sculpture Park come to P.S. 166 to provide parents with cultural resources, as well as free activities available for children.
- **TWEED:** Offers workshops three to four times a year – sometimes on Saturdays, for ELL parents. These workshops are conducted in a variety of languages and parents are provided with breakfast, lunch and a gift bag. The Parent Coordinator registers the parents for these events. Metro cards are given to the parents when they arrive at the event in order to cover their travel expenses.
- **Variety Boys & Girls Club of Queens:** Sends representatives to P.S. 166 to speak about the many programs available such as: swimming, drama, art, reading, group/learning centers, and computer classes.

Project Jump Start (Programs and activities to assist newly enrolled LEP students)

PROJECT JUMP START

To assist newly enrolled ELL students, we begin by establishing a good working relationship with the parents, empowering them with as much knowledge as we can about their child’s education so that they can take on an active role in their child’s learning experiences.

In the Spring, there is an orientation for parents of incoming Kindergarten students. The Dual Language/ESL coordinator explains the HLIS forms, LAB-R and NYSESLAT testing to the parents and informs them of the various programs that are available for all students. ESL, Bilingual, and Dual Language programs are explained so that parents make informed decisions about where they want their child placed. In the Fall, the Dual Language/ESL Coordinator conducts an orientation for parents of newly-admitted students. The coordinator explains the programs available in the school for all children. Parents of ELL students are informed and given the opportunity to select an ESL, Bilingual or Dual Language program. They also learn how differentiated instruction and small group instruction are used to meet children’s needs, and how support staff such as ESL teachers can support this type of instruction.

Parents of the newly enrolled students are also invited to attend workshops presented by the service providers of P.S. 166. The service providers inform parents of the various services their children are entitled to in order to address any special needs they may have.

The Parent Coordinator assists in the above-mentioned workshops and also coordinates other workshops to inform the parents of services and resources in the community that are available to them and their families.

Part E: Budget

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

Allocation Amount: \$34,980

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		