



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name: ARTHUR A. SCHOMBURG ELEMENTARY SCHOOL**

**DBN (i.e. 01M001): 09X163**

**Principal: DILSIA MARTINEZ**

**Principal Email: [DMARTINEZ20@SCHOOLS.NYC.GOV](mailto:DMARTINEZ20@SCHOOLS.NYC.GOV)**

**Superintendent: DOLORES ESPOSITO**

**Network Leader: MARIA QUAIL**

**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
Dilsia Martinez	*Principal or Designee	
Dominique Colon	*UFT Chapter Leader or Designee	
Joanne Brown	*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	
Jacqueline Johnson	Member/ Teacher	
Daiansa Padin	Member/ Teacher	
Samori Ali-Danbukar	Member/ Parent	
Jessica Rivera	Member/ Parent	
Waleska Rosario	Member/ Parent	
Greicy Sacaza	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

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

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

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

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

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

### **School Receiving Title I Funds**

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

## SCEP Checklist

### **All Schools**

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

## School Information Sheet for 09X163

School Configuration (2013-14)					
<b>Grade Configuration</b>	0K,01,02,03,04,05	<b>Total Enrollment</b>	589	<b>SIG Recipient</b>	N/A
Types and Number of English Language Learner Classes (2013-14)					
<b># Transitional Bilingual</b>	N/A	<b># Dual Language</b>	N/A	<b># Self-Contained English as a Second Language</b>	N/A
Types and Number of Special Education Classes (2013-14)					
<b># Special Classes</b>	61	<b># SETSS</b>	N/A	<b># Integrated Collaborative Teaching</b>	N/A
Types and Number of Special Classes (2013-14)					
<b># Visual Arts</b>	6	<b># Music</b>	6	<b># Drama</b>	N/A
<b># Foreign Language</b>	N/A	<b># Dance</b>	N/A	<b># CTE</b>	N/A
School Composition (2012-13)					
<b>% Title I Population</b>	98.7%	<b>% Attendance Rate</b>		<b>% Limited English Proficient</b>	92.2%
<b>% Free Lunch</b>	98.1%	<b>% Reduced Lunch</b>			1.5%
	38.9%	<b>% Students with Disabilities</b>			19.1%
Racial/Ethnic Origin (2012-13)					
<b>% American Indian or Alaska Native</b>	0.7%	<b>% Black or African American</b>			32.8%
<b>% Hispanic or Latino</b>	65.4%	<b>% Asian or Native Hawaiian/Pacific Islander</b>			0.7%
<b>% White</b>	0.5%	<b>% Multi-Racial</b>			N/A
Personnel (2012-13)					
<b>Years Principal Assigned to School</b>	9.16	<b># of Assistant Principals</b>			1
<b># of Deans</b>	N/A	<b># of Counselors/Social Workers</b>			2
<b>% of Teachers with No Valid Teaching Certificate</b>	N/A	<b>% Teaching Out of Certification</b>			1.9%
<b>% Teaching with Fewer Than 3 Years of Experience</b>	20.4%	<b>Average Teacher Absences</b>			7.4
Student Performance for Elementary and Middle Schools (2012-13)					
<b>ELA Performance at levels 3 &amp; 4</b>	9.8%	<b>Mathematics Performance at levels 3 &amp; 4</b>			9.0%
<b>Science Performance at levels 3 &amp; 4 (4th Grade)</b>	62.1%	<b>Science Performance at levels 3 &amp; 4 (8th Grade)</b>			N/A
Student Performance for High Schools (2011-12)					
<b>ELA Performance at levels 3 &amp; 4</b>	N/A	<b>Mathematics Performance at levels 3 &amp; 4</b>			N/A
Credit Accumulation High Schools Only (2012-13)					
<b>% of 1st year students who earned 10+ credits</b>	N/A	<b>% of 2nd year students who earned 10+ credits</b>			N/A
<b>% of 3rd year students who earned 10+ credits</b>	N/A	<b>4 Year Graduation Rate</b>			N/A
<b>6 Year Graduation Rate</b>	N/A				
Overall NYSED Accountability Status (2012-13)					
<b>Reward</b>		<b>Recognition</b>			
<b>In Good Standing</b>		<b>Local Assistance Plan</b>			
<b>Focus District</b>	X	<b>Focus School Identified by a Focus District</b>			X
<b>Priority School</b>					

### Accountability Status – Elementary and Middle Schools

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

### Accountability Status – High Schools

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

## SCEP Overview

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

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

### **Reflecting upon the 2012-13 SCEP**

Answer the following questions regarding the 12-13 SCEP			
<b>Describe the strengths of your school's 12-13 SCEP.</b>			
<i>The 2012-2013 SCEP identified areas of improvement that were aligned with NYC's Instructional Expectations and District 9 Goals. Goals selected were aligned to State School Review.</i>			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
<ul style="list-style-type: none"> <li>• <i>Teacher Effectiveness</i></li> <li>• <i>Parental Involvement</i></li> </ul>			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
<i>A significant challenge for developing and implementing the school's 2012--2013 SCEP was the fact that while the school had undergone a comprehensive state review December 2011, the report was not given to the Principal until December 13, 2012 exactly 239 days after the review and a few weeks before the first submission of the 12-13 SCEP. Therefore, the school did not have relevant feedback when initiating goals for the year. Another challenge to the process was that the document was being developed and revised late in the school year. The SCEP process was a tedious task that lingered on most of the school year. It was finalized in the Spring of 2013.</i>			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
<i>The SCEP provided a focused plan for school improvement resulting in the school achieving an overall rating of B on the 2012-2013 Progress Report.</i>			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>	x	<b>Yes</b>	
<b>If all the goals were not accomplished, provide an explanation.</b>			
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>	x	<b>Yes</b>	<b>No</b>

### **Developing the 2013-14 SCEP**

Answer the following questions regarding the 13-14 SCEP			
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>			
<i>A significant barrier to developing and implementing the school's 2013-2014 SCEP is that NYSED has not provided the school leader and school community with relevant, accurate and meaningful feedback following a joint School Review conducted in February of 2013. Without relevant, accurate and meaningful feedback the school leader and the SLT cannot fully analyze its current standing and create a plan that meets the assessed needs of the school.</i>			
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>			
1- <i>Improve performance outcomes for students with disabilities in the area of mathematics by 5%.</i>			
2- <i>Improve measures of student growth in English Language Arts for ELL students by 5%.</i>			
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>			
<i>At the start of the school year, during the Opening Day Conference with all staff, the school leader shared District 9's Goals: Coherence and Alignment, Capacity Building and Sustainability, and Collaboration and Innovation; as well as the district's priorities, which are to:</i>			
1- <i>Improve overall ELA instruction in grades K-12, professional development and student performance with special attention to subgroups in a safe environment.</i>			
2- <i>Improve overall Math instruction in grades K-12, professional development and student performance with special attention to subgroups in a safe environment.</i>			

- 3- Support teacher practice with the Common Core Learning Standards implementation K-12.
- 4- Raise the graduation rate to exceed targets so that students are College and Career ready.
- 5- Improve parental engagement across the schools.

The school leader also shared the school's initial goals for 2013-2014, which are similar to the goals established in 2012-2013:

- 1- Improve teacher effectiveness using The Danielson Rubric for observation and feedback
- 2- Refine curriculum to better align to the Common Core Learning Standards
- 3- Consistently use assessments to inform instruction with a particular emphasis on looking at student work
- 4- Improve student behavior by reinforcing responsibility, cooperation and respect
- 5- Increase parent participation in school wide activities and events

The school leader also shared our 3 areas of focus for the school year, which are aligned to NYC's Instructional Expectations for 2013-2014. We refer to our 3 areas of focus as Code **R.E.D.** Code R.E.D. represents our schoolwide focus on developing a **Rigorous Curriculum**, **Engagement through Questioning and Discussion**, and **Differentiation based on the assessed needs of the students**.

Throughout the school year, during faculty conferences, grade level meetings, through email communications, committee meetings and conversations with teachers, the school leaders will emphasize and provide support in the 3 areas of focus.

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

At PS 163, we want to ensure that all we do is clearly aligned to New York City's Instructional Expectations that emphasizes preparing schools to meet higher standards, implementing a new system of teacher evaluation and development (Advance), as well as organizing the school to meet the needs of all students. Therefore, we have identified 3 areas of focus which we refer to as Code **R.E.D.** (**Rigorous Curriculum**, **Engagement through Questioning and Discussion**, and **Differentiation based on the assessed needs of the students**).

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

- Study and unpack the 2013-2014 Citywide Instructional Expectations with school leaders, staff, and parent leaders.
- Focus on developing a deeper understanding the shifts in instructional practice in both Literacy and Mathematics that are required to meet the Common Core Learning Standards.
- Read and analyze Quality Review report from the NYC Office of School Improvement to identify areas in need of improvement.
- Read and understand the crosswalk document between the DOE's Quality Review and the DSTSE.
- Become better prepared to use the Danielson 2013 Framework for Teaching by participating in professional development opportunities that deepens our understanding of the 22 competencies with a particular emphasis on Domain 3.
- Provide professional learning opportunities in the 3 areas of focus to improve outcomes for students.

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

As a school community we have identified 3 areas of focus which we refer to as Code **R.E.D.** (**Rigorous Curriculum**, **Engagement through Questioning and Discussion**, and **Differentiation based on the assessed needs of the students**).

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

The school leaders and staff at PS 163 are committed to this learning community and continuing on this path of success. We have an instructional leadership team composed of the school leaders, coaches, key personnel, and parent leaders to oversee the implementation of the SCEP.

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

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

### **Major Recommendation**

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

*During the February 2013 Quality Review, the reviewer concluded that school leaders need to “Refine feedback from observations to incorporate actionable next steps linked to needs and professional development plans for individual teachers, to accelerate teacher growth school wide. (4.1)”*

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	Developing
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### **Tenet 2: School Leadership Practices and Decisions**

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

<b>x</b>	2.2 School leader’s vision	<b>x</b>	2.3 Systems and structures for school development
<b>x</b>	2.4 School leader’s use of resources	<b>x</b>	2.5 Use of data and teacher mid-management effectiveness

### **Annual Goal #1**

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

*Increase teacher effectiveness and student learning through a process of frequent formative observations and meaningful teacher feedback guided by the Danielson Framework. By June 2014, 90% of all eligible teachers will show growth in one or more of the school’s 3 areas of focus: 1c - Setting Instructional Outcomes; 3b - Using Questioning and Discussion Techniques; 3d - Using Assessment in Instruction.*

### **Instructional Strategies/Activities**

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

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

*Strategy: The school leadership will communicate with the teachers to explain and support the implementation of Advance, the new APPR system in NYC.*

- 1. Activity: The Instructional Leadership Team will meet to evaluate the outcome of the school’s participation in the Teacher Effectiveness Pilot (TEP) during the 2012-2013 school year, in collaboration with CFN 109 and the Office of Teacher Effectiveness. The ILT will also discuss next steps to prepare for the transition to Advance. The school leaders have had the opportunity to develop a shared vision for instructional excellence using 7 of the 22 competencies of the Danielson 2013 Framework for Teaching at the school. However, effective September 2013, all New York City schools will use all 22 competencies across the 4 domains of the framework. (2.2, 2.3)*
- 2. Activity: Create a full time Data Coach position to assist teachers with the collection, review, analysis and interpretation of student data and work samples. (2.4, 2.5)*
- 3. Activity: In July 2013, the school leader and a team that consists of the Assistant Principal, IEP Teacher, UFT Chapter Leader, a classroom teacher and an instructional coach (here on referred to as the Advance Team) will further participate in professional learning opportunities aimed at understanding all the components of the Danielson Framework. The team will assist school leader further share a common language and vision of instructional effectiveness in the school. (2.3, 2.4)*
- 4. Activity: During the opening conference, the school leader will review the Annual Professional Performance Review (APPR) process in New York City,*

hereafter called “Advance”, and provide each teacher with a paper and electronic copy of the Danielson 2013 Framework for Teaching. This will ensure that all pedagogues have access to this very important tool. From this, we can further develop a common language and clear expectations for all teaching staff. Another major change within Advance is the use of a four-point rating scale (as defined by NYS Law 3012-c) to provide feedback to teachers. The school leader and the Advance Team will convey the scale employed this school year, which is: **H**ighly Effective, **E**ffective, **D**eveloping and **I**neffective, commonly referred to as “HEDI”. (2.2, 2.3, 2.4)

5. Activity: At the start of the school year, the school leader will meet with each teacher for an Initial Planning Conference (IPC). During the IPC, with both the Principal and Assistant Principal, teachers will be asked to reflect on their teacher practice using the 2013 Danielson Framework for Teaching, and to self-assess using the HEDI scale: **H**ighly Effective, **E**ffective, **D**eveloping and **I**neffective. The intent of this process will be for teachers to identify their strengths as well as areas for improvement. Teachers will then be asked to establish 3-4 Professional Goals and to select an option for observations, either one (1) formal (announced) full period visit that includes a pre-observation conference and post-observation conference as well as a minimum of three (3) informal (unannounced) classroom visits, or a minimum of six (6) informal unannounced classroom visits. (2.2, 2.3)
6. Activity: During pre and post observation conferences, school leaders and teachers will have the opportunity to discuss progress towards these stated goals and allow the school leader and teacher to work collaboratively in the development of next steps for improvement. These conversations about teacher performance will be anchored around evidence of student learning and will help us set the stage for meeting individual and class goals. As part of this process, a final conference will take place in May/June 2014. (2.3)
7. Activity: To ensure the growth and development of all our teachers throughout the 2013-2014 school year, we will further offer teachers additional professional development opportunities focusing on Domains 2 & 3 of the Danielson 2013 Framework for Teaching using professional development modules developed by the Office of Teacher Effectiveness. (2.3)
8. Activity: School leader will recommend that teachers also take the time to view recommended ARIS Learning Opportunities that are available on line. (2.4)

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

1. Instructional Leadership Team (Principal, Assistant Principal, Instructional Coach K-2, Instructional Coach 3-5, Data Coach, Technology Teacher, IEP Teacher). The ILT will utilize the *Danielson 2013 Framework for Teaching* and the materials for the *Teacher Effectiveness Program* on ARIS, as well as the professional development resources for Advance provided on the NYC DOE Intranet site.
2. Full time Data Coach
3. The school leader and a team that consists of the Assistant Principal, IEP Teacher, UFT Chapter Leader, a classroom teacher and an instructional coach.
4. The school leader, assistant principal, and all pedagogical staff participate. The school utilizes the *Danielson 2013 Framework for Teaching* and professional development resources for Advance provided on the NYC DOE Intranet site.
5. The school leader, assistant principal, and all pedagogical staff evaluated under Advance. The process will be supported by the *Danielson 2013 Framework for Teaching* and professional development resources for Advance provided on the NYC DOE Intranet site. The goal-setting process will be additionally supported by a *Professional Goals* template established by school leaders.
6. The school leader, assistant principal, and all pedagogical staff evaluated under Advance. The process will be supported by the *Danielson 2013*

Framework for Teaching and professional development resources for Advance provided on the NYC DOE Intranet site. The teachers will be guided by the goals they set for themselves using the Professional Goals template as well as feedback received on the Observation Reports from informal observations by school leaders.

7. The instructional coaches and the data coach will provide weekly professional development for teachers at weekly teacher team meetings and weekly grade level meetings. Regular work around topics such as *Creating Effective Questions to Support Your Objective*, *Analyzing Student Work*, *Adapting Instruction to Reflect Student Data*, and *Utilizing Technology in Instruction* will be aligned with the 2013 Danielson Rubric, which will be regularly referred to and used to help teachers reflect on their practice. The data coach will work with a consultant from the Regional Bilingual and ESL Resource Network to provide Danielson-aligned professional development and support to the teachers in the third grade ESL and Transitional Bilingual Classrooms with an eye to growing this work out to other ESL and TBE classrooms. The school will work with the consultancy group *Generation Ready* to provide PD on *Questioning and Discussion* for all teachers and targeted in-classroom support (Please see Goal #3 for more detailed information). The school leader will communicate with the teachers about this opportunity via DOE-provided email services. Teachers will use laptops provided by the school to access ARIS Learn. The technology teacher will provide support to staff who are having difficulty accessing the resources.

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

1. By June 2014, 90% of all eligible teachers will show growth in one or more of the school's 3 areas of focus: 1c - Setting Instructional Outcomes; 3b - Using Questioning and Discussion Techniques; 3d - Using Assessment in Instruction.
2. Data Coach logs will reflect support provided to teachers.
3. The team will outline a plan for Professional Development to support Advance. The plan will be approved by unanimous consent.
4. 100% of teachers will sign a receipt for the Danielson 2013 Rubric and Advance materials.
5. 100% of pedagogic staff evaluated under Advance will develop Professional Goals.
6. 100% of pedagogic staff evaluated under Advance will achieve at least one of their Professional Goals. 65% of this group will achieve all of their Professional Goals.
7. 100% of teachers participating in these meetings will complete a mid-year survey evaluating professional development offered this year and offering feedback on what they feel their needs are. 80% of teachers will rate professional development offered positively. SurveyMonkey will be used to facilitate the survey.
8. 80% of teachers will self-report via a June survey that they have used ARIS Learn to view at least one ARIS Learning Opportunity.

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

1. July 2013-June 2014
2. September 2013-June 2014
3. July 2013-June 2014
4. September 2013-June 2014
5. September - October 2014
6. October 2013 - June 2014
7. September 2013 – June 2014; Survey in February 2014
8. September 2013 – June 2014

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

1. Danielson 2013 Framework for Teaching, Per session for school leaders and teachers, Copier ink
2. Full time Data Coach, per session for data coach, copier, ink, materials for data binders
3. Office of Teacher Effectiveness, Per session for school leaders and teachers
4. Advance, Per session for school leaders and teachers

5. Talent Coach, Per session for school leaders and teachers
6. Instructional Coaches, Per session for school leaders and teachers
7. Data Coach, Per session for school leaders, teacher, coaches
8. ARIS Learn, SurveyMonkey

**Budget and Resource Alignment**

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

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

Title I Focus

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

<b>x</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>	<b>x</b>	<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>	<b>x</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)**

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

**Major Recommendation**

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

*On page five of the 2012-2013 Quality Review, the reviewer concluded that PS 163 would benefit from enhancing the work on designing curricula that engages students in rigorous units of study emphasizing school's key standards in all subject areas, to promote college and career readiness for all students. (1.1)*

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	Developing
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**Tenet 3: Curriculum Development and Support**

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

<b>x</b>	<b>3.2 Enact curriculum</b>	<b>x</b>	<b>3.3 Units and lesson plans</b>
<b>x</b>	<b>3.4 Teacher collaboration</b>	<b>x</b>	<b>3.5 Use of data and action planning</b>

**Annual Goal #2**

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

*Improve measures of student performance and/or growth as measured by the NYS ELA and/or Mathematics for all students by 5%.*

**Instructional Strategies/Activities**

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

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

**Literacy**

1. Adopt *Teacher's College Common Core Curricular Plan for the Reading Workshop. (3.2, 3.3)*
2. Adopt Lucy Calkin's newly published *Common Core Workshop Curriculum: Units of Study in Opinion, Information and Narrative Writing in the area of Writing. (3.2, 3.3)*
3. Continue to use *Fountas and Pinnell Phonics, Words their Way and Month by Month Phonics as resources to inform Word Study. (3.2)*
4. Continue to use *Fountas and Pinnell Reading Benchmark System to assess student reading three times a year. (3.5)*
5. Form curriculum team to further review and examine the *Common Core Learning Standards, Citywide Instructional Expectations for 2013-2014 and the NYSED recommended shifts in practice needed to move students to meeting the higher standards in English Language Arts. (3.2, 3.4)*

6. *Refine curriculum to integrate NYS' 6 Shifts in ELA Practice that have been integrated into our refined curriculum maps, which are: (3.2, 3.3, 3.4)*
  - *Read as much non-fiction as fiction*
  - *Learn about the world by reading Science and Social Studies materials*
  - *Read more challenging material closely*
  - *Discuss reading using evidence*
  - *Write non-fiction using evidence*
  - *Increase academic vocabulary*
7. *Select and purchase Common Core Text using recommendations from Appendix B, CCSS. (3.3)*
8. *Provide time during the weekly Literacy Program to integrate test sophistication using Ready. (3.2)*
9. *There are four programs outside of the normal school day which provide academic support to our students. The After School Program provides academic support to at-risk students (level 2) on grades 3-5. Some of the teachers participating hold an ESL or bilingual license and can provide support using ESL strategies. The Intensive After School program works with Level 1 students in small groups to provide ELA targeted instruction. The Extended Day Program (Tuesday, Wednesday and Thursday) is organized around a common focus on reading high quality complex text and teacher conferencing to guide students text selection, develop stamina and monitor comprehension. The target population for the Extended Day Program are Level 1 students. The Saturday ELLA program is in its second year at PS 163. This program is sponsored by the NYC DOE Office of English Language Learners. This exciting program pairs a teacher with a visiting teaching artist. The teacher and teaching artists are allocated an hour a week after instruction ends to do curriculum planning and align their work to the Common Core Standards. (3.2, 3.4, 3.5)*
10. *Provide professional development to teachers in the area of Questioning and Discussion. (3.4)*

### **Support for ELLs**

11. *Continue the practice using collaborative co-teaching teams for self-contained ESL classes grades K-5. Each class will have two teachers, one who certified as an elementary school teacher and the second certified in English as a second language (ESL) or when possible hire a teacher who is dually certified. (3.4)*
12. *Work closely with a consultant from the Regional Bilingual and ESL Resource Network (RBE-RN) at Fordham University to use data to address needs of the students. Working with the 3rd grade teachers of the self-contained ESL and transitional bilingual classrooms the consultant along with the data coach will introduce strategies that will support ELLs and make the curriculum accessible to all students. (3.4, 3.5)*
13. *Develop lab sites for ESL and transitional bilingual classes to showcase highly effective instructional strategies that make the rigorous Common Core-aligned curriculum accessible to all ELLs. (3.4)*
14. *Continue to offer the ELLA program to targeted ELLs and former ELLs in grades 2-5. (3.5)*
15. *Provide opportunities for bilingual and ESL teachers to participate in professional development outside of the school. (3.4)*

### **Mathematics**

16. *Adopt Houghton Mifflin Harcourt Go Math! Go Math! is a scientific research based program that is closely aligned to the Common Core Learning Standards. Key components of the program emphasize the 8 Mathematical Practices. For example, Go Math! provides students with numerous opportunities to write about and reflect on the processes they used to solve problems and make sense of new mathematical concepts. "Go Math! lessons are designed to fully facilitate conceptual development, as students work from introduction to mastery of each content standard listed in the Common Core. Throughout the lessons, students will use manipulatives, models, quick pictures, and symbols as they apply Mathematical Practices to build understanding. Students are expected to actively engage in reasoning during instruction, so they are prepared to transition from concept or skills*

comprehension to solving problems in contextual situations.” (Go Math! Overview) (3.2, 3.3)

17. In order to fully implement the program and achieve our school goals in the area of mathematics, PS 163 has created pacing calendars for each grade level and expanded the Math block from 60 minutes to 90 minutes daily. (3.2, 3.3)

At the start of each lesson, the teacher is expected to post the problem of the day on the white or SMART board and students work on the problem of the day using their lap boards. Approximately 5 minutes are allotted to this task and follow up discussion. The following is the structure for the remainder of the Math block along with the approximate times:

**Step 1: Engage** (5 minutes) Provides an opportunity for the teacher to establish a common conceptual foundation before approaching the lesson content. Here, students recall and apply prior knowledge and use prerequisite skills to participate in a short discussion or to complete a short activity.

**Step 2: Teach and Talk** (20 minutes) The core instruction for the lesson, in which conceptual development is key. Students use the write-in Student Edition as well as the lap boards to complete activities. Here, students are expected to represent, record, solve, and explain as they build an understanding of the lesson concept or skill. During this portion of the lesson the teacher uses the questions suggested in the Teacher Edition or additionally constructed questions to help students think critically about the models and problems solving process they are using. Once the students have worked through the example they engage in Math Talk (short discussions in which they explain their thinking and understanding), whole class or in small groups.

**Step 3: Practice** (40 minutes)

Students then practice what they have learned while teachers assess student understanding of lesson content through “Share and Show.” Quick Checks are the key points teachers use to assess possible gaps in student understanding. Students who successfully complete the “Share and Show” exercises are assigned additional problems for Independent Practice.

Grab and Go! Center Kits provide another resource of literature, activities and games that review, reinforce or extend math concepts and skills. Students can work independently, in pairs or in groups.

Teachers use data collected from Diagnostic (Show What You Know) or Formative (Quick Checks and Mid-Chapter Checkpoints) Assessments to make decisions about how they will differentiate instruction for their students.

To ensure students are making real world connections, most Go Math! lessons end with additional problem solving activities and a test prep question. (10 minutes)

**Step 4: Summarize** (10 Minutes)

The teacher brings closure to the lesson and provides an objective review of the concept presented in the lesson. Students are asked to complete and answer the Essential Question and the Math Journal problem in their notebooks.

18. To ensure the successful implementation of the Go Math! program school wide and optimum student results by year’s end we will invite all teachers to participate in professional development opportunities throughout the year. During July / August 2013, teachers will participate in a 6 hour Professional

Development session that will provide a general overview of the program. The PD session will also help teachers create a collaborative learning environment using the 8 Mathematical Practice Standards embedded in Go Math! Additionally, in early September the school leader will arrange for an in-house professional development opportunity provided by a Professional Development Specialist associated with the Go Math! program. The PD's focus, "Differentiating Instruction with Go Math!" will allow teachers the opportunity of gaining a deeper understanding of the standards and practice while exploring specific units of instruction, samples of daily lessons and instructional resources. (3.4)

19. PS 163 will also work with a local consultant from the New York City Mathematics Project (NYCMP). The consultant will help school leaders assess teacher's comfort level with the Go Math! program and provide in class support for teachers in planning lessons; coach and model in classrooms; team-teach; recommend and share resources; and examine samples of student work and assessment data to determine future instructional goals. (3.4)
20. The school is working to develop three classrooms as lab sites for Math so that other teachers can go and observe high quality instruction. The classrooms are on 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> grade. To launch this initiative, the NYCMP consultant will conduct a demo lesson in each of the three lab sites classrooms. Classroom teachers from 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> grade will observe the lesson on their grade level, and reflect on the demo lesson in a subsequent grade-level meeting. (3.4)
21. Supporting Math through technology, PS 163 is also using Spatial-Temporal Math (ST Math) from MIND Research Institute on Grades 3-5. Classes visit the computer lab twice a week to use the website, which uses interactive games and animated characters to help improve students' understanding of key math concepts and better problem-solving skills. One of the unique features of the program is its reliance on symbolic representation – letters and words are hardly every used – which makes it accessible to all **ELLs and SwDs**. (3.4)

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

1. School leaders, coaches, teachers, copies of Teacher's College Common Core Curricular Plan for the Reading Workshop
2. School leaders, coaches, teachers, copies of Common Core Workshop Curriculum: Units of Study in Opinion, Information and Narrative Writing
3. School leaders, coaches, teachers, copies of F & P Reading Benchmark System I & II, Words their Way, Month by Month Phonics
4. School leaders, coaches, teachers, school aides copies of F & P Reading Benchmark System I & II, copier, ink
5. School leaders, coaches, teachers, school aides, Common Core Learning Standards, Citywide Instructional Expectations 2013-2014, NYSED Recommended Shifts for ELA
6. School leaders, coaches, teachers, school aides, Common Core Learning Standards, Citywide Instructional Expectations 2013-2014, NYSED Recommended Shifts for ELA
7. School leaders, coaches, teachers, school aides, Common Core Learning Standards, Citywide Instructional Expectations 2013-2014, NYSED Recommended Shifts for ELA
8. School leaders, coaches, teachers, school aides, Common Core Learning Standards, Citywide Instructional Expectations 2013-2014, NYSED Recommended Shifts for ELA, Copies Ready
9. School leaders, coaches, teachers, school aides, Common Core Learning Standards, Citywide Instructional Expectations 2013-2014, NYSED Recommended Shifts for ELA, Copies of Zoom In, Finish Line Mathematics, on-line access to My On, Practice Exercises in Basic English, trade books
10. School leaders, coaches, teachers, consultants, professional text Using Common Core Standards to Enhance Classroom Instruction and Assessment by Robert J. Marzano and
11. School leaders, coaches, teachers
12. School leaders, coaches, teachers, consultant
13. School leaders, coaches, teachers, consultant

14. School leaders, coaches, teachers, resident artists, school aides
15. School leaders, coaches, teachers
16. School leaders, coaches, teachers, parent leaders, Copies of Go Math! Curriculum and Program Materials for all classes, Grades K-5
17. School leaders, coaches, Review of Go Math! Curriculum and Program Materials for all classes, Grades K-5
18. School leaders, coaches, teachers, consultants
19. School leaders, coaches, teachers, consultants
20. School leaders, coaches, teachers, consultants
21. School leaders, coaches, teachers, consultants, on-line access to ST Math.

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

1. By June 2014, increase by 5% the number of students at performance levels 3 & 4.
2. By June 2014, student growth in the area of writing as measured by CCLS based rubric will improve in one or more qualities of writing.
3. By June 2014, 70% of the students will demonstrate one year's growth in fluency as measured by the F & P Reading Assessment System.
4. By June 2014, 70% of the students will demonstrate one year's growth in reading comprehension as measured by the F & P Reading Assessment System.
5. By June 2014, increase by 5% the number of students at performance levels 3 & 4.
6. As evidenced by teacher observations reports teachers will demonstrate shift in practice.
7. Instructional materials in the area of ELA will reflect the use of CCLS, Appendix B, High Quality Complex Texts.
8. By June 2014, increase student growth in the area of ELA by 3%.
9. By June 2014, increase student growth in the area of ELA by 3%.
10. As evidenced by teacher observations reports teachers will demonstrate shift in practice as measured by the Danielson 2013 Framework for Teaching, Domain 3, Competency b, "Questioning and Discussion".
11. By June 2014, increase by 3% the number of students school-wide who move from one language proficiency level to another as measured by the NYSESLAT.
12. As evidenced by teacher observations reports teachers will demonstrate shift in practice as measured by the Danielson 2013 Framework for Teaching, Domain 3, Competency c, "Engaging Students in Learning".
13. As evidenced by teacher observations reports teachers will demonstrate shift in practice as measured by the Danielson 2013 Framework for Teaching, Domain 3, Competency c, "Engaging Students in Learning".
14. By June 2014, increase by 3% the number of students school-wide who attain proficiency as measured by the NYSESLAT.
15. As evidenced by teacher observations reports teachers will demonstrate shift in practice as measured by the Danielson 2013 Framework for Teaching, Domain 3, Competency c, "Engaging Students in Learning".
16. As evidenced by teacher observations reports teachers will demonstrate shift in practice and require students to represent their ideas and problem-solving processes by drawing pictures or representing their thoughts on paper.
17. By June 2014, increase by 5% the number of students at performance levels 3 & 4.
18. As evidenced by teacher observations reports teachers will demonstrate shift in practice as measured by the Danielson 2013 Framework for Teaching, Domain 4, Competency e, "Growing and Developing Professionally".
19. As evidenced by teacher observations reports teachers will demonstrate shift in practice.
20. As evidenced by teacher observations reports teachers will demonstrate shift in practice.
21. By June 2014, the school will attain 70% completion through CCLS ST Math Curriculum.

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

1. July 2013- June 2014
2. July 2013- June 2014
3. September 2013- June 2014
4. September 2013- June 2014
5. July 2013- June 2014
6. July 2013- June 2014
7. July 2013 - June 2014
8. September 2013- June 2014
9. September 2013- June 2014
10. September 2013- June 2014
11. September 2013- June 2014
12. September 2013- June 2014
13. September 2013- June 2014
14. September 2013- June 2014
15. September 2013- June 2014
16. September 2013- June 2014
17. September 2013- June 2014
18. July 2013- June 2014
19. September 2013- June 2014
20. September 2013- June 2014
21. September 2013- June 2014

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

1. *Teacher's College Common Core Curricular Plan for the Reading Workshop*
2. *Common Core Workshop Curriculum: Units of Study in Opinion, Information and Narrative Writing*
3. *Fountas and Pinnell Phonics Lessons, Words their Way, Month by Month Phonics, copier, ink*
4. *Fountas and Pinnell Reading Assessment System, Words their Way, Month by Month Phonics, copier, ink*
5. *CCLS, Citywide Instructional Expectations, NYSED Shifts in ELA Practice, Per Session for teachers*
6. *CCLS, Citywide Instructional Expectations, NYSED Shifts in ELA Practice, Per Session for teachers*
7. *CCLS, Citywide Instructional Expectations, NYSED Shifts in ELA Practice, Per Session for teachers, Purchase selected mentor texts recommended in Appendix B*
8. *Common Core Learning Standards, Citywide Instructional Expectations 2013-2014, NYSED Recommended Shifts for ELA, Purchase Copies Ready in ELA for each student*
9. *Common Core Learning Standards, Citywide Instructional Expectations 2013-2014, NYSED Recommended Shifts for ELA, Purchase Copies of Zoom In, Finish Line Mathematics, on-line access to My On, Practice Exercises in Basic English, additional trade books to enhance classroom libraries*
10. *Per session for school leaders, coaches, teachers, consultants, professional text*
11. *Two certified teachers for self-contained general education ESL classes: Class 1-100, 2-200, 3-300, 4-400, one classroom teacher for K10, 500, paraprofessional to support Class K10*
12. *Per session hours for teachers, Instructional materials and professional books*
13. *Per session hours for teachers, Instructional materials and professional books*
14. *Purchase copies of text Practice Exercises in Basic English. All other costs for this program are covered by NYC Office of ELLs.*

15. Registration and lodging and travel expenses for participants in NYSABE conference.
16. Schoolwide purchase of *Go Math!* Curriculum and Program Materials for all classes, Grades K-5
17. CCLS, Citywide Instructional Expectations, NYSED Shifts in ELA Practice, Per Session for teachers and school leaders
18. Per session for school leaders and teachers, consultants
19. School leaders, coaches, teachers, consultants
20. School leaders, coaches, teachers, consultants
21. On-line access to *ST Math*, Full Time St Math Teacher, Set Up of Lab Site, Per Session for teachers, ST Math Consultant

### **Budget and Resource Alignment**

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

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

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

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

### **Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)**

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

#### **Major Recommendation**

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

Further develop teacher pedagogy around effective questioning, and consistent implementation of rigorous tasks to elevate thinking and the quality of work products by all learners. (1.2)

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	Developing
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#### **Tenet 4: Teacher Practices and Decisions**

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

x	4.2 Instructional practices and strategies	x	4.3 Comprehensive plans for teaching
x	4.4 Classroom environment and culture	x	4.5 Use of data, instructional practices and student learning

#### **Annual Goal #3**

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

By June 2014, over 80% of teachers being evaluated under Advance will show growth on Danielson Domain 3 Component B, moving up at least one level on the rubric from their initial observation.

#### **Instructional Strategies/Activities**

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

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

*Strategy: The school will work with the consulting agency Generation Ready to improve Questioning and Discussion school-wide (4.2, 4.3, 4.4, 4.5)*

1. *Activity: The Instructional Leadership Team and the consultant will devise a professional development plan based on the QR, ILT observations, and fact-finding done by the consultant (4.2, 4.5)*
2. *Activity: The consultant will provide an initial professional development session for all teachers on Questioning and Discussion, K-5 (4.2)*
3. *Activity: The consultant will work with teachers one-on-one in the classroom to provide feedback and improve their practice. (4.2, 4.4, 4.5)*

4. Activity: The consultant and teachers will devise individual goals for implementing Questioning and Discussion strategies. (4.2)
5. Activity: The ILT will meet weekly with the consultant to review progress and provide next steps. (4.2, 4.5)
6. Activity: Grade level teacher teams will work to devise higher order thinking questions for identified mentor texts. (4.2, 4.3)
7. Activity: The ILT will survey teachers on the support being provided to identify needs and next steps. (4.2, 4.5)

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

1. Instructional Leadership Team (Principal, Assistant Principal, Instructional Coach K-2, Instructional Coach 3-5, Data Coach, Technology Teacher, IEP Teacher) & consultant from Generation Ready will devise the plan utilizing the QR and fact finding done by the consultant.
2. The consultant from Generation Ready will facilitate the PD with all teachers participating. The materials will come from the consultant.
3. The consultant from Generation Ready will work with individual teachers one-on-one. In addition to materials provided by the consultant, teachers have access to the school curriculum to support this work – Lucy Calkins for Reading and Writing, and Go Math! for Math.
4. The consultant and teachers will utilize the materials from the consultant, as well as the 2013 Danielson Framework for Teaching (NYC DOE Edition).
5. Instructional Leadership Team (Principal, Assistant Principal, Instructional Coach K-2, Instructional Coach 3-5, Data Coach, Technology Teacher, IEP Teacher) & consultant from Generation Ready will examine data collected by the consultant.
6. Teachers on each grade level will work with their instructional coach using materials from the consultant as well as the Lucy Calkins curriculum for Reading and Writing.
7. Instructional Leadership Team (Principal, Assistant Principal, Instructional Coach K-2, Instructional Coach 3-5, Data Coach, Technology Teacher, IEP Teacher) will discuss data revealed by a Survey Monkey survey.

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

1. The consultant and the ILT will approve a PD plan by unanimous consent. All parties must be satisfied with the plan before it goes forward.
2. Exit slips from the initial PD will indicate that no less than 75% of teachers in attendance agreed that this PD will improve their practice in the area of Questioning and Discussion.
3. Exit slips from the initial in-class visitations by the consultant indicate that no less than 75% of teachers found the feedback from the consultant to be useful in improving their practice in the area of Questioning and Discussion.
4. Exit slips from teachers after their individual goal planning session indicate that no less than 75% of teachers are confident that they can modify their practice to meet the demands of the goal they set with the consultant.
5. The ILT will examine the data from the various aforementioned exit slips and make adjustments accordingly. If less than 75% of teachers are satisfied with the support provided by the consultant, the ILT will reexamine the professional development action plan.
6. The grade level teams and instructional coaches will devise at least two higher order thinking questions for 100% of the days of each Reading unit. These questions will be integrated into the lesson plans of the teachers. The instructional coach for the grade will facilitate the compilation and distribution of the lists of questions.
7. The ILT will examine the data from the various aforementioned exit slips and make adjustments accordingly. If less than 75% of teachers are satisfied with the support provided by the consultant, the ILT will reexamine the professional development action plan.

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

1. The ILT and consultant will meet twice to formulate the plan, once in mid-December 2013, and again in early January 2014.
2. The PD for all staff will take place in mid-January 2014.
3. Classroom visitations will begin mid-January 2014 and end in May 2014. The consultant is scheduled to visit 60 school days.
4. Goal planning will be completed in late-January 2014. Goals will be formally revisited in early May 2014.
5. The ILT will meet weekly, starting in mid-December 2013, to discuss this PD action plan. The final evaluation of the plan will come in May 2014.
6. The grade level teams will begin this work in mid-January 2014. This work will conclude in June 2014.

7. The ILT will meet weekly, starting in mid-December 2013, to discuss this PD action plan. The final evaluation of the plan will come in May 2014.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Consultant will be paid starting with the first PD session. No funds are needed for the planning sessions.
  2. Consultant will be paid for this whole staff PD session. Principal will arrange for substitutes for coverages.
  3. The consultant has been hired for 60 days of work.
  4. The consultant has been hired for 60 days of work.
  5. The consultant has been hired for 60 days of work.
  6. No funds are needed for the grade level teacher teams.
  7. The school will purchase a subscription to SurveyMonkey.

**Budget and Resource Alignment**

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

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

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

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

**Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)**

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

**Major Recommendation**

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

*While there is no stated major recommendation for Tenet 5, the February 2013 NYC Quality Review indicates that the school is developing in the area of establishing a culture for learning that communicates high expectations to staff, students and families.*

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	Page 7	<b>HEDI Rating:</b>	Developing
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**Tenet 5: Student Social and Emotional Developmental Health**

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

<b>x</b>	<b>5.2 Systems and partnerships</b>	<b>x</b>	<b>5.3 Vision for social and emotional developmental health</b>
<b>x</b>	<b>5.4 Safety</b>	<b>x</b>	<b>5.5 Use of data and student needs</b>

**Annual Goal #4**

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

*By June 2014, improve the communication of high expectations to staff, students and families as measured by a 2% increase in the way respondents feel that the school develops rigorous and meaningful goals that encourage students to do their best.*

**Instructional Strategies/Activities**

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

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

1. *Continue the practice of unifying the school community through the ritual of "Morning Announcements" led by a guidance counselor and students across the grades. The morning announcements provide an opportunity to share what is going on in the school during the day, promote school events, conduct the pledge of allegiance, share the "Thought of the Month" and a time for our students to recite our school pledge. (5.3)*

***“We care about each other and our school.***

***We listen respectfully and help each other learn.***

***When we run into an obstacle we strive to overcome it to succeed.***

***This is who we are and what we do.***

***As students of PS 163, we agree to do our personal best all the time.***

***We will cooperate, be honest, be respectful and take responsibility for our learning and our actions.”***

2. *Diversify the Arts Program offered at PS 163 to include Music as well as Visual Arts. (5.3)*
3. *Establish collaboration with Carnegie Hall “Ramp up” Program. (5.2)*
4. *Continue relationship with “Arts for All” offering 4 artists residencies across the arts. (5.2)*
5. *Continue to offer ELLA Program in conjunction with the NYC DOE Office of English Language Learners to targeted ELL or former ELL students in grades 2-5 on Saturdays. (5.2)*
6. *Create a full-time position for the teaching of Health/Physical Education. (5.5)*
7. *Develop the PS 163 STAR program, an incentive program to recognize Students Talking & Acting Responsibly and Students Taking Academic Responsibility. (5.3)*
8. *Create opportunities for students Schoolwide to contribute ideas for school community improvement through the implementation of a suggestion box. (5.5)*
9. *Offer Music programs after-school and Saturdays. (5.2, 5.3)*

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

1. *School Leaders, Guidance Counselors, teachers, students*
2. *Music Teacher*
3. *Music Teacher*
4. *School Leaders, teachers, resident artists provided by Arts for All*
5. *School Leaders, teachers, school aides*
6. *Health/PE Teacher*
7. *School Leaders, Guidance Counselors, PTA, Parent Coordinator, Teachers*
8. *School Leaders, Guidance Counselors, PTA, Parent Coordinator, Teachers*
9. *School Leaders, Guidance Counselors, PTA, Parent Coordinator, Teachers*

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

1. *All students, staff and families will participate in morning announcements daily.*
2. *Music Program will be offered 24 periods per week.*
3. *40 students will perform at Carnegie Hall’s Ramp Up Concert in the Spring 2014*
4. *Four classes will participate in 4 week residency, 100% of the school will participate in Theatrical Presentation, 35-40 students will participate in Arts for All- “A Day at the Met” event.*
5. *50% of all students participating in the Saturday, ELLA Program, will demonstrate an improvement in either NYS ELA or NYSESLAT exam.*
6. *Health/PE Program will be offered 20 period per week.*

7. *Students will demonstrate an improvement in academic and social behaviors as measured by progress reports.*
8. *Students will contribute ideas to Suggestion Box.*
9. *40 students in grades 3-5 will participate in Saturday Recorder Program and 6 students will participate in an Introductory Guitar Program After-school.*

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

1. *September 2013- June 2014*
2. *September 2013- June 2014*
3. *September 2013- June 2014*
4. *September 2013- June 2014*
5. *September 2013- June 2014*
6. *September 2013- June 2014*
7. *September 2013- June 2014*
8. *September 2013- June 2014*
9. *September 2013- June 2014*

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

1. *Morning Announcements are scheduled at the end of period 1 and are made daily from approximately 9:28-9:34 a.m. Incentives for program participants.*
2. *Full time Music Teacher*
3. *Instructional Materials and Per-session for teachers chaperoning students to the event.*
4. *Instructional Materials and Per-session for Music Teacher*
5. *There are no program costs. Activity sponsored by NYC’s Office of ELLs*
6. *Full Time Health/PE Teacher*
7. *Student Incentives, Per Session for teachers, school aides, family workers*
8. *Student Incentives, Per Session for teachers, school aides, family workers*
9. *Per Session for teacher*

**Budget and Resource Alignment**

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

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

Funding received from DonorsChoose.Org to fund teacher initiated grants.

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

	<b>PF AIS</b>	<b>PF CTE</b>	<b>PF College &amp; Career Readiness</b>	<b>PF Common Core</b>
	<b>PF ELT</b>	<b>PF Inquiry Teams</b>	<b>PF NYS Standards and Assessments</b>	<b>PF Parent Engagement</b>
<b>x</b>	<b>PF Positive Behavioral Management Programs</b>		<b>PF RTI</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #5 Family and Community Engagement (Tenet 6)**

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

**Major Recommendation**

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

*While there is no stated major recommendation for Tenet 6, the February 2013 NYC Quality Review indicates that the school is currently developing in the area of establishing a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them.*

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	7	<b>HEDI Rating:</b>	Developing
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**Tenet 6: Family and Community Engagement**

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

<b>x</b>	<b>6.2 Welcoming environment</b>	<b>x</b>	<b>6.3 Reciprocal communication</b>
<b>x</b>	<b>6.4 Partnerships and responsibilities</b>	<b>x</b>	<b>6.5 Use of data and families</b>

**Annual Goal #5**

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

*By June 2014, improve by 2% the number of parents satisfied with the education their child has received.*

**Strategies to Increase Parental Involvement and Engagement**

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

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

*Strategy: Improve Parental Involvement and Participation*

1. *Parent Coordinator – A full time employee devoted to developing and reinforcing the Home/School connection. Available to support families from 8:00 a.m. to 4:00 p.m. daily. (6.2, 6.3, 6.4, 6.5)*
  - a. *Parent intake forms record visits to request information, teacher meetings, or to address concerns regarding their child's school experience.*
  - b. *Coordinates with PTA leadership to plan and organize school community activities.*
  - c. *Provides print resources such as Common Core Curriculum Guides, Homework and Test Strategies, Bullying and Cyber Bullying Guides.*
2. *ARIS Parent Link Coordinator – A trained pedagogue with specific scheduled hours (in the a.m. and p.m.) to facilitate parent utilization of ARIS Parent Link. The coordinator supports parents by first obtaining an e-mail address to access student specific data and working one to one or in small groups to read and interpret the data. (6.5)*
3. *Extended Parent Teacher Conversations - Provides opportunities hours before, during, and after-school for teachers to meet with parents and guardians in support of student academic and social/ emotional development. (6.3)*
4. *School Survey- gathers information from the parent/guardians point of view about how well the school serves children with a particular emphasis on the learning environment. (6.5)*
5. *Parent/Student Handbook – provides detailed information about school policies and expectations for learning and behavior. (6.4)*
6. *Newsletters- Monthly Grade Level Newsletters written by Teacher teams are sent home at the start of each month informing parents of academic content to be covered and describing what students will learn and be able to do in the coming month. The newsletters also include important reminders about school programs, upcoming school events and celebratory items. (6.2, 6.3)*
7. *Interim Progress Reports- Inform parents and care givers of their child's academic progress so to inform and provide out of school stake holders (parents, care givers, etc..) with the information to support and promote their child's growth and development. Sent home periodically and between*

*the issuance of Report Cards to inform parents/Guardians of their child's academic progress towards meeting the grade level standards. (6.3)*

- 8. Workshops and Learning opportunities for Families – School staff, such as school leaders, teachers, coaches, and guidance counselors, etc., inform stakeholders about academic and social/ emotional programs and supports available at the school. Some examples of planned workshops for our families are: An Overview of Go Math, Differentiating Instruction with Go Math!, Literacy in the Home, Math Games for the Home, Monthly Read Aloud, The Common Core Learning Standards, the Middle School Choice Application Process, Bullying and Cyber Bullying. Some workshop offerings are coordinated with CBOs such as Learning Leaders, NYC Public Library, Cornell Cooperative Extension, Child Health Plus, NYC Office of Emergency Management, NYC Fire Department, etc. Other Learning Opportunities include participation in the NYC Parent Academy as well as the New York State Association for Bilingual Education Conference (NYSABE). (6.2, 6.4)*
- 9. Kindergarten Orientation- Provide students new to P.S. 163 Kindergarten with the information and resources need to maximize their student's educational experience. (6.2)*
- 10. Kindergarten Open House-To provide school community and stake holders with an opportunity to tour the school, meet the staff and visit classrooms before enrollment in the school. (6.2)*
- 11. Community "Family Fun" Activities- Provide opportunities for families to come together to develop school spirit and cross cultural respect. Events include Fall Family Fun Fest, Decorating and Holiday Treats, Movie Night, Spring Fling etc. (6.2, 6.4)*
- 12. P.S 163 Parent Teacher Association- Interface between community and school to identify opportunities for support and collaboration. Support Personnel to support/ address parent and caregiver questions and concerns includes Parent Coordinator, PTA Officers, and Parent Volunteers. (6.2, 6.3, 6.4, 6.5)*
- 13. Community Support for Translation and Communication: (6.2)*
  - a. Provide communication in both English and Spanish*
  - b. Use NYC Translation Unit for Communications in other languages such as Arabic, French, Bengali etc.*
  - c. Develop a communications strategy to engage a dialog with speaker of the Soninke language (currently the Third most utilized language by families at P.S. 163).*
  - d. Utilize several methods to communicate with the school community to increase available information to all stake holders regarding events, issues, and opportunities for support of student and school community development.*
    - 1. Home visits by School Family Workers.*
    - 2. Telephone*

3. *E-mail lists*

- a. *Updates*
- b. *Announcements*
- c. *School website*

4. *In person meet and greet*

5. *Notices distributed to school community through school*

- a. *Newsletters*
- b. *Notices*

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

1. *Parent Coordinator*

2. *ARIS Parent Link Coordinator*

3. *School Leaders, Teachers of Grade 3-5, Guidance Counselors, School Aides, Family Workers*

4. *School Survey Coordinator, Parent Coordinator, PTA Leadership*

5. *School leaders, Parent Coordinator, teachers contribute to writing of handbook detailing relevant information about school policies and expectations for learning and behavior*

6. *Teachers and School leaders*

7. *School Leaders, Teachers, Guidance Counselors, Parent Coordinator, PTA Leadership*

8. *School Leaders, Parent Coordinator, Coaches, Teachers, Consultants, CBOs, Field Experts*

9. *School Leaders, Parent Coordinator, Coaches, Guidance Counselors, School Nurse, Teachers*

10. *School Leaders, Parent Coordinator, Coaches, Guidance Counselors, School Nurse, Teachers*

11. *School Leaders, Parent Coordinator, PTA Leadership, Teachers, Consultants, CBOs, Field Experts*

12. *P.S 163 Parent Teacher Association, Parent Coordinator, School Leaders*

13. *School Leaders, Parent Coordinator, Coaches, Guidance Counselors, School Nurse, Teachers*

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

1. *Survey school community to evaluate impact of Parent Coordinator's support.*
2. *An additional 40 families will be setup to access ARIS Parent link.*
3. *A minimum of 50 Extended Parent Conferences will be conducted.*
4. *Increase Parent Survey response rate on School Survey by 3% from previous school year.*
5. *100% of Student/Parent Handbook will be distributed early September and at registration for new admits.*
6. *Distribute one newsletter for each month of the school year. 80% of parents will respond positively to newsletter on survey school.*
7. *Distribute a minimum of three Progress Reports throughout school year. Increase Parent Survey response rate on School Survey by 3% from previous school year.*
8. *Conduct a minimum of 15 workshops throughout the school year. Initiate the use of post-event survey to evaluate impact of conducted workshop.*
9. *50% of Kindergarten families will participate in the activity as evidenced by attendance sheets.*
10. *Plan and implement a minimum of 2 Open House events for In-coming Kindergarten students and their families.*
11. *Plan and present a minimum of 4 activities throughout the school year.*
12. *Increase Parent Survey response rate on School Survey by 3% from previous school year.*
13. *Increase Parent Survey response rate on School Survey by 3% from previous school year.*

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

6. *September 2013- June 2014*
7. *September 2013- June 2014*
8. *September 2013- June 2014*
9. *September 2013- June 2014*
10. *September 2013- June 2014*
11. *September 2013- June 2014*
12. *September 2013- June 2014*
13. *September 2013- June 2014*

14. September 2013- June 2014
15. September 2013- June 2014
16. September 2013- June 2014
17. September 2013- June 2014
18. September 2013- June 2014

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

1. Full time Parent Coordinator available 8 a.m. - 4 p.m. daily.
2. ARIS Parent Link Coordinator will be available 2-4 periods a week to support families.
3. Per Session rate for teachers and overtime for School Aides and Family Workers.
4. NYCDOE School Survey, Per Session rate for teachers, school aides and family workers to assist parents to complete survey online.
5. Collaborative meetings, paper, copier, ink.
6. Collaborative meetings, paper, copier, ink.
7. Collaborative meetings, paper, copier, ink.
8. Consultancy fee for Learning Leaders.
9. Collaborative meetings for Kindergarten Team, additional preps.
10. Collaborative meetings, paper, copier, ink.
11. Collaborative meetings, paper, copier, ink. Per session for supervisor, teachers, parent coordinator, school aides and family workers. Books and materials for events.
12. Collaborative meetings, paper, copier, ink.
13. NYC Translation Unit, Collaborative meetings, paper, copier, ink. Eboard, School Messenger etc.

**Budget and Resource Alignment**

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

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

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

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

### Academic Intervention Services (AIS)

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

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Guided Reading, Reciprocal Teaching, Interactive Writing	Small group	Before, During and After-school
<b>Mathematics</b>	Go Math Reteach, Intervention Groups	Small group	Before, During and After-school
<b>Science</b>	Harcourt Science Leveled Readers	Small group	During
<b>Social Studies</b>	Harcourt SS Leveled Readers	Small group	During
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Guidance groups	One to one, Small Group	During School

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
We work with Manhattanville College to identify HQ teachers, attend recruitment fairs, as well as work with the DOE's Office of Teacher Recruitment. We provide leveled support to new teachers through mentoring and a coaching model. Currently, new teachers are partnered with experienced teachers and work with Generation Ready Consultant on Questioning and Discussion.

**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).
<i>The School is committed to lifelong learning and professional development for school leaders, teachers, paraprofessionals and staff that enable student to meet the Common Core Learning Standards in the following ways:</i>
<ul style="list-style-type: none"> <li>• <i>Full time Instructional Coach aimed at supporting teachers in Grades K-2</i></li> <li>• <i>Full time Instructional Coach aimed at supporting teachers in Grades 3-5</i></li> <li>• <i>Full time Data Coach aimed at supporting teacher use assessment data strategically to improve outcomes for students</i></li> <li>• <i>Technology Teacher/Coordinator to assist teachers integrate technology tools in resources in their daily teaching and learning</i></li> <li>• <i>NYC Math Consultant</i></li> <li>• <i>Professional Development in the Danielson 2013 Framework for Teaching</i></li> <li>• <i>Full Time IEP Teacher to assist teacher develop IEP goals and learning targets for their students</i></li> </ul>

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<i>All funding sources are conceptually consolidated to support all students.</i>

**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.).
School Open House, Tours, Welcome Packet, Reading List, Early LAB assessment

**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.
School Local Measures Committee, Weekly teacher team meetings, Instructional Leadership Team.

**TA Schools Only**

**Use of Program Resources**

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

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**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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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



**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>09</b>	Borough <b>Bronx</b>	School Number <b>163</b>
School Name <b>PS 163 - Arthur A. Schomburg</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Dilsia Martinez</b>	Assistant Principal <b>Karen Bolles</b>
Coach <b>James Flynn</b>	Coach <b>type here</b>
ESL Teacher <b>Nichole Cooper</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Johanna Escobar / ESL</b>	Parent <b>Joanne Brown / PTA President</b>
Teacher/Subject Area <b>Melissa Solano / Bilingual</b>	Parent Coordinator <b>Betty Stewart</b>
Related Service Provider <b>type here</b>	Other <b>Marilyn Rivera / Parent</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>590</b>	Total number of ELLs	<b>232</b>	ELLs as share of total student population (%)	<b>39.32%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	232	Newcomers (ELLs receiving service 0-3 years)	205	ELL Students with Disabilities	30
SIFE	12	ELLs receiving service 4-6 years	26	Long-Term (completed 6+ years)	1

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	76	0	2	1	0	0	0	0	0	77
Dual Language										0
ESL	129	12	20	25	0	7	1	0	1	155
Total	205	12	22	26	0	7	1	0	1	232

Number of ELLs who have an alternate placement paraprofessional: 4

### 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	23	17	20	14	3	0								77
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>23</b>	<b>17</b>	<b>20</b>	<b>14</b>	<b>3</b>	<b>0</b>	<b>77</b>							

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	9	9	15	25	29								98
Chinese														0
Russian														0
Bengali	1		1	1										3
Urdu														0
Arabic	1				1									2
Haitian														0
French		1			1	1								3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	12	13	11	3	5	5								49
<b>TOTAL</b>	25	23	21	19	32	35	0	0	0	0	0	0	0	155

## 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)	23	6	6	4	6	10								55

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	6	16	15	6	13	7								63
Advanced (A)	19	18	20	23	16	18								114
Total	48	40	41	33	35	35	0	0	0	0	0	0	0	232

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	21	3	3	0	27
4	22	4	0	0	26
5	22	3	0	0	25
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	17	1	10	0	1	0	0	0	29
4	20	2	7	0	0	0	0	0	29
5	21	0	4	0	0	0	0	0	25
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	11	0	10	0	9	0	0	0	30
8									0
NYSAA Bilingual (SWD)									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	1	5	3	9				
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.

ELL early literacy assessments include LAB-R / Spanish LAB performance, Fountas and Pinnell (English for all K-5 students and Spanish for K-4 TBE students), Estrellita assessments (K-2), and the NYS ELA performance (3-5), NYS Math performance (3-5) and NYS Science performance (4th) provide additional data points.

When analyzing school testing performance, the F&P reading levels were not reflected in the students' NYS ELA scores. For example, while many ELL students on grades 3-5 scored a Level 2, 3, or 4 on the Spring F&P assessment, ELA results showed that only 13% of our ELLs were Level 2, just under 4% of ELLs scored a Level 3 on the ELA, and no students earned a Level 4 score. In previous years, item analysis has indicated that our ELLs are significantly weaker in Writing than in Reading. However, with the move to the Common Core, text complexity has increased. The item analysis from the ELA indicates that ELLs struggled in both the Reading and Writing from Sources domains, and that in fact more students were below city average in Reading than in Writing from Sources. For example, looking at the 3rd grade Spring 2013 results for the ELLs now in the self-contained 4th grade class, we see that 17 of 22 students were below city average in Reading, while 13 of 22 students were below city average in Writing from Sources. The same trend can be seen in the self-contained 5th grade class, where 19 of 19 students were below city average in Reading on the fourth grade ELA, while 17 of 19 were below in Writing from Sources.

Clearly, there is much work to be done in both domains. Again, the weakness in reading compared to writing is a new wrinkle in the data. We are moving to increase the complexity of the mentor texts used in class. Common Core exemplar libraries have been purchased for all classrooms, with class sets available of many books. Teachers, coaches, and administrators are working to make this text accessible to all students using ESL strategies discussed in Part V Section 3.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
With the redesign of the NYSESLAT, the speaking section is now much more challenging. The rubrics now award fewer points to grammatically incorrect but intelligible answers, and the new Response to Graphic Information was rigorous. Whereas in previous years, Advanced students did not move to Proficient due to a weakness in Reading and Writing, this year we have seen many students stay at Advanced due to a weakness in Speaking. An analysis of the data using an excel template that we created in-house shows the needs of our Intermediate and Advanced students by modality. According to the template, 88 students need targeted assistance in Speaking, compared to 53 students for Reading, 41 students for Writing, and 32 students for Listening (students could have more than one modality identified as a "need"). This largely held consistent across the grades, though there were exceptions. For example, a large number of students in last year's first grade self-contained ESL class tested out and performed strongly in Speaking. The teachers of the class noted that the students testing out included all 8 students that they had identified for Inquiry last year. The teachers had given these students targeted instruction based on their NYSESLAT modality scores.
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](#))

With the decision of NYSED to no longer create reading/writing and listening/speaking subscores, we came up with our own tool to analyze NYSESLAT data. We created an excel template, which shows how far away students are from reaching the next level(s) of proficiency and gives us needs analysis by modality for all Advanced and Intermediate students. Teachers are looking at this data on a class level to inform their instruction. For example, a teacher with many students who are struggling in Speaking can incorporate more Turn and Talk activities in whole class and small group instruction. Add bit about 100 and inquiry

The Class Data Summary Sheets, documents created by the Data Coach and administrators for teachers to aggregate the most important student data in one place, have an AMAO column that gives classroom and ESL teachers information about the progress of their students. The column indicates which students moved up a proficiency level on the NYSESLAT and if students with "one data point" (i.e. the LAB-R) moved to Intermediate/Advanced or did not grow. NYSED has not provided us with a new AMAO formula for students who did not move up a proficiency level on the NYSESLAT and we cannot evaluate the progress of those students for AMAO. Working with Aileen Colon, a consultant from the Fordham Regional Bilingual and ESL Resource Network (RBE-RN), we

have identified ELL students on third grade who have not made growth on the NYSESLAT for two years now. The third grade co-teachers of the self-contained ESL classroom and the teacher of the TBE classroom are working in conjunction with Ms. Colon and the Data Coach to conduct inquiry and improve instruction for this targeted group of students.

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?

On K-3, the TBE classes have a higher number of Beginner students and more Level 1/2 students according to Fountas and Pinnell. This is due to several factors. Spanish-speaking families of newcomer students typically opt to place their children in TBE rather than ESL. The same is true of Spanish-speaking families of children with minimal English entering Kindergarten. In the Kindergarten bilingual class, 15 entitled students scored less than 10 points the LAB-R, while 8 entitled students scored between 11 and 26 points. The numbers are almost identical for the self-contained ESL class, only they are reversed. Seven students in ESL scored less than 10, while 15 students scored between 11 and 26.

The fourth and fifth grade ESL classes show a blend of these traits. The fourth grade class has a wide range of students according to both NYSESLAT level and F&P reading level. The fifth grade class has a similar number of Advanced students, but nearly double the number of Beginners due to an influx of newcomers. The reading levels are lower and many students are at risk, with only five students earning a Level 2 according to their reading level.

The Fountas and Pinnell in Spanish, the native language, allows us to track the growth of students in reading. This is particularly useful for new admits and students who are still emergent readers in English. It is critical for us to know if a newcomer has literacy skills in their native language that can be transferred. We need to know the starting point. The Spanish reading levels are also helpful as they provide growth data for reading. This is particularly important when a student is an emergent reader in English and may be stuck at a low level in English. The student needs to continue to read at a developmentally appropriate level in Spanish, for enjoyment and to improve their literacy skills.

Only three of the ELLs took the NYS Math in Spanish this past year, and all of them scored Level 1. These students were new to the country and some of them were SIFE, so it is difficult to draw firm conclusions from this limited sample. The ELE and ELA scores do not align at all. In Spring 2013, eleven third grade students took both the ELE and ELA. On the ELE, 8 out of 11 students scored in the top two quartiles, and the lowest score was still in the 44th percentile. However, on the ELA, 11 of 12 students scored Level 1.

b. The reading level results of the Fountas and Pinnell assessments are used to form guided reading groups, give report card grades, identify students for Academic Intervention, and identify students for the After School Program. The F&P individual summary sheets, which outline student strengths and needs based on the testing, can be used to inform guided reading instruction. A combination of teacher observations and low reading level scores may lead to a student being identified for RTI. Additionally, if a student is low in Spanish in addition to English and does not show growth on the Spanish F&P over a period of time, this may trigger the RTI process. In addition, teachers and students are using the reading levels to create individual reading goals for all students.

c. As stated in previous sections, we have noted the following:

- Success on the F&P is not a strong indicator for success on the ELA
- Writing was considered to be the dominant concern for both the ELA and NYSESLAT in previous years.
- Students need to work on challenging texts in Reading to prepare for the Common Core ELA
- Teachers need to pay more attention to Oral Language development given the results of the new NYSESLAT
- The Spanish F&P scores and growth, in combination with the English F&P scores, can provide useful data when attempting to discern whether a struggling ELL may need more help with language acquisition in general and should be considered for RTI, or just needs more time and some extra support.

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](#).)

There are many data points which are used to guide instruction for the ELLs within RTI. Under RTI, we track multiple data points

over and extended period of time. Fountas and Pinnell assessment data is very important to this process. In Reading Workshop, teachers use this data for the entire class to group students according to their reading level and assessed needs. This acts as a screening for all students. The strengths and needs identified through the assessment of each student enable teachers to improve and adjust instruction. In this way, it becomes clear if students are responding to in-class interventions. ESL classrooms have an additional resource in the form of the team teaching relationship between the general education teacher and the ESL teacher. The ESL teacher is able to analyze the data from a different lens and help the general education teacher adjust their instruction to meet the needs of their ELLs. The ESL teacher makes sure that the intervention is appropriate, and when students are not succeeding despite intervention, the ESL teacher, in conjunction with the general education teacher, can determine whether to continue to try additional interventions or to submit an RTI Referral Form to the administration to convene the RTI Committee to look at the student's case. The bilingual classes also have an additional resource when looking at data; the data for the Fountas and Pinnell in the native language of Spanish, can be examined as well, and compared to progress on the F&P English.

This year, There is also a special project in the works. At our school, we are working in conjunction with Aileen Colon of the Fordham to develop the 3rd grade ESL and Bilingual classrooms as Lab Sites for other ELL teachers to visit. As part of this project, with Ms. Colon and Mr. Flynn, Data Coach, the third grade ELL teachers are targeting a subset of students in their class – students who haven't budged on the NYSESLAT in the last two years – for Inquiry.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
The bulk of our ELLs are in either self-contained ESL classrooms or Bilingual classrooms with a certified ESL or Bilingual pedagogue that is an expert on second language development. These teachers incorporate Language Objectives and Vocabulary into their lesson plans. ELL teachers have the current NYSESLAT/LAB-R data, including Needs Analysis, for all of their students. In addition to informing instruction on a daily basis, this data will be used during the Inquiry process later this school year.
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?Not applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
There are many different metrics for evaluating the success of our programs. Chief among them are the ELA and Math scores. During this transition period to the new and rigorous Common Core exams, we are far from making AMAO 3. The scores for the ELA and Math our general education students were low, and our ELLs' scores were even lower. We must do better. As a Focus school the past several years, we have sought to improve instruction in Writing. As noted in Item 1, Writing has historically been our weakness. However, we can see from this year's ELA results that Reading is now a concern as well, and the NYSESLAT results show that Speaking has emerged as a need. There is much work to do.

Going forward, there are still many reasons to be optimistic. While last year's test results cannot be considered a success when viewed in terms of proficiency, in terms of growth, we are doing well compared to our peers. The School Progress Report for 2012-2013 issued by the NYC DOE gave PS 163 an "A" for student progress. Among other data points, it noted that PS 163 was in the 91st percentile for the city in terms of Median Adjusted Growth Percentile for the School's Lowest Third, which is primarily ELL and Special Education.

## 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](#).)  
Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to ELL Policy Brief and EPIC.)

The two pedagogues primarily responsible for the HLIS are Data Coach James Flynn, a certified ESL teacher, and Nivia Babuska, a certified early childhood bilingual teacher. If a child is a new admit to NYC DOE public schools, Ms. Gladys Garcia, the pupil personnel secretary, contacts Mr. Flynn or Ms. Babuska and asks them to report to the office. We ask the parent to complete the Home Language Identification Survey. A licensed pedagogue is available to speak with the parent/guardian and conduct the informal oral interview and the formal initial assessment. In the event the family does not speak English, we have licensed pedagogues who are able to assist in Spanish, French, Japanese, and certain African dialects. We also utilize the NYCDOE Translation and Interpretation Unit. However, it has been our experience that families who do not speak English or Spanish bring family/friends to assist with communication between the school and family. The Home Language Identification Survey is given to the parent/guardian during registration, completed on site, and returned to the licensed pedagogue before the parent leaves the school. The pedagogue present conducts the oral interview and is available to assist the parents/guardians if they have questions about the HLIS. If the parent/guardian indicates that “no other language is spoken at home,” then the student is enrolled in an English monolingual class. When a language other than English is indicated on the HLIS and confirmed by during the informal interview, the parent is then provided information about the three Program Options (TBE, ESL, or Dual Language), typically through a Parent Orientation (see Item #2). The child is placed in the program indicated by the parent.

One of our certified ESL teachers (Ms. Cooper, Ms. Escobar, Mr. Flynn, or Ms. Osorio) is always available for LAB-R screening. The ESL teacher meets with the student one-on-one and administers the LAB-R. The ESL teacher gets the LAB-R student response grid, the examiner’s guide, and the relevant grade band materials (the illustration booklet and a picture book for K-1, and student booklet for 2-5). The teacher introduces himself/herself and works to establish rapport with the student. The teacher explains to the student about what will happen during the assessment period to establish a wholesome and safe testing environment. Then the teacher administers the LAB-R. He/she returns the student to class and scores the LAB-R. The teacher compares the score with the guidelines in the 2013-2014 LAB-R Memo. If the student is entitled per the LAB-R score and has a home language of Spanish, then a Spanish speaking ESL teacher will also administer the Spanish LAB. If the student is entitled to services, the Parent Choice Letter is used to determine placement (see Item #2). The teacher scores the grid; depending on the student’s scores, the teacher notifies Principal Martinez as to whether the student needs to be moved to a monolingual class or remain in the ESL or Bilingual class (ESL or TBE placement is based on the Parent Choice Letter). On direction from Principal Martinez, Ms. Garcia makes phone calls home to inform parents/guardians in the event that the LAB-R results require a change in placement and or program. In the event there is no change, then the child remains in the program as selected by the parent on the Parent Choice Letter.

The Home Language Identification Survey and informal interview is done at enrollment. Parent Orientation & Video, Program Selection, LAB-R/LAB testing and scoring are all done within 10 days of the student’s admission date. The ELPC screen in ATS indicating program selection is completed within 20 days.

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.  
Most of our parent communication is done in person when the parent comes to register a student. Peak enrollment times allow for immediate information to be shared with the parent in the form of Parent Orientation. We recognize that it is difficult for parents/guardians to return for Parent Orientation to make an informed program selection, so we take proactive measures to get the paperwork completed as students are registered.

During peak registration times, parents are invited to attend a Parent Orientation Meeting so that they may view the Parent

Orientation Video from the NYC DOE that explains the three parent options for English Language Learners available throughout the City of New York. Parents sign-in, the agenda is posted, and the parents watch a video (either in their native language if available, English, or a language that a family member/friend can understand to assist the parent with making an informed decision). Parent Orientations are done in groups during peak enrollment times (September) or individually during off peak times (new admits throughout the year) and are facilitated by Ms. Babuska and/or Mr. Flynn. Upon completion of the Parent Orientation Meeting, the parents are given a Program Selection Form to indicate their program preference. Parent Option Letters are collected before the parent/guardian leaves the school. It is rare that a parent does not return to Parent Option Letter before leaving.

While we do not have a Dual Language program, we do inform parents who inquire about Dual Language about the schools within our network that offer Dual Language. However, our experience has been that parents prefer the proximity of our school as their family/community support base is more convenient to access at PS 163 than the Dual Language program locations. Our Parent Coordinator, Betty Stewart, attends all Parent Orientations. She is well known in the community and is highly visible. She also helps to ensure that parents/guardians stay for Parent Orientations because families need to have access to information that will help them make informed decisions about their child's education. Our PTA also takes proactive steps to reach out and set up a welcoming atmosphere for parents to gather for the Parent Orientation and Video.

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 [\[see tool kit\]](#).)

It is rare that a parent does not return to Program Selection and Parent Survey at the end of the Parent Orientation before leaving. In the event the parent/guardian does not want to make a selection or needs clarification about the program options available to their child(ren), Ms. Babuska or Mr. Flynn explains that according to the child's assessments the child is entitled to receive ELL services that are mandated by the state.

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.  
As described in Item #2, the three options in NYC are explained to parents at the Parent Orientation. Parents of students who are entitled to services as a result of their score on the LAB-R may select any of the three programs, even if the program is not presently offered at our school. As previously explained, Spanish-speaking pedagogues are available every step of the way and accommodations are made for speakers of other languages as well, as described in Item #1 and #2. Parent program selection is entered into the ELPC screen on ATS. Program selection at our school has largely aligned with the program configuration, though we are always monitoring parent preferences.

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.

Data Coach Flynn is also Testing Coordinator; he runs a combination of ATS reports (e.g. RLER, RYOS, RPOB) to ensure that all eligible ELLs are administered the NYSESLAT. Mr. Flynn coordinates the testing schedule for the NYSESLAT domains (speaking, listening, reading, and writing). ESL teachers are trained to conduct the one-on-one speaking assessment and whole group reading, writing, and listening domains. ESL teachers are not assigned to administer the speaking test to any students they teach. Mr. Flynn, in conjunction with Principal Martinez and Assistant Principal Bolles, designates the classrooms and times for testing within the testing window set forth by the NYC Department of Education. He also ensures that student with IEPs are tested within the IEP testing stipulations.

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.   
Program models are aligned with Parent Option letters. Upon reviewing our Parent Surveys and Program Selection forms, the trend has been that Spanish dominant families select the Transitional Bilingual Program. Families with students who speak more English or have more English social language select the ESL program. Only one parent in the past seven years has requested to visit a Dual Language Program. She was directed to PS 218; however, once she realized that the student would be further from the immediate community, she opted for the ESL program and remained at PS 163. We've observed that parents utilize neighbors and family supports within close proximity of the school and prefer to remain "close to home."

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    - a. ESL - Each grade K-5 has a self-contained ESL classroom. On Kindergarten and grade 5, the classroom teacher (Ms. DaSilva, K, and Ms. Osorio, 5th) is also ESL certified and provides ESL services herself. On grades 1-4, there is a classroom teacher and an ESL teacher pushes in for 100 minutes a day to provide ESL services (Ms. Escobar – grades 1-2; Ms. Cooper – grades 3-4). The pairs of Common Branch teachers and certified ESL teachers use common planning times, schedule additional times to communicate/plan, and utilize e-mail to share content and curriculum language objectives to ensure effective ESL planning, delivery of grade-level Common Core curriculum, and delivery of language-level instruction by the ESL push-in teacher in small groups (tactile and interactive methods are used for engagement and learning experiences). TBE – On K-2, every grade has a Spanish TBE class. There is also a 3-4 bridge Spanish TBE class. In the bridge class, the third grade ELLs are all levels, but the fourth graders are new arrivals.
    - b. The students in the ESL and TBE classrooms are together all day. The classes are heterogeneous with the exception of the fourth graders in the 3/4 bilingual class, whom are all beginners. Teachers meet with students in small groups throughout the day for differentiated 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)?

Bilingual teachers provide a minimum of 60% Spanish Native Language Arts as they build background knowledge, social and academic vocabulary, Listening, Speaking, Reading and Writing homogeneous whole group and heterogeneous small group experiences that allow Spanish dominant students the ability to continuously make Spanish vocabulary and associations to English vocabulary, connections, and associations. As the year progresses, Spanish Native Language instruction is gradually reduced to 25% as English Language Arts instruction and support is increased to 75%.

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.

Reading Workshop – The reading mini-lesson is a teacher-developed curriculum with the Common Core Exemplar Texts at the heart, in Spanish for TBE and English for ESL. The mini-lesson follows the Workshop Model format. Teachers can make the text more accessible by activating prior knowledge as appropriate, building background knowledge, incorporating explicit noticing of vocabulary, including a language objective in their lessons, using concrete visual supports, creating adapted text versions, and exposing students to other versions of the text (graphic novel/movie clip/reader's theatre/etc.). SMART Boards, document cameras, and laptops can be used to display and annotate text, as well as show visuals related to the text. Teachers can ensure that students are making use of these supports by incorporating frequent pair, small group, and class discussion, in line with Danielson 3b. As appropriate, ESL teachers can also make use of native language supports (see Item #15), particularly in the 5th grade ESL class where there are more newcomers. Guided Reading instruction is also a critical part of Reading Workshop. Teachers meet with two different reading groups every day. Groupings are determined by the F&P assessments administered three times a year, and modified according to teacher observation and informal assessment. Writing is also an important part of Reading Workshop as evidence of their reading and comprehending of text. Students must submit 30 book responses (book reports) over the course of the school year. Every day, Reading is a special 60 minute block to ensure that students have plenty of time to read independently and teachers have adequate time to meet with two groups.

Writing Workshop – PS 163 is returning to Lucy Calkins for Writing curriculum this year. The current edition is Common Core aligned and has a greater emphasis on nonfiction. Teachers can use many of the same strategies they did for Reading, though it should be noted that it the modeling done by the teacher in Writing is especially critical. Students work independently subsequent to the minilesson. The teacher confers with students about their writing. The TBE classes cover the same material, but instruction is in Spanish.

Math – Math is taught in English in all classes. In response to a plunge in math scores the past two years, math is a 90 minute block every day for all grades. We have adopted Go Math as our curriculum. Go Math is aligned to the Common Core, unlike our old Everyday Math-based curriculum. ELL students will benefit from instruction that includes extensive modeling, work with manipulatives, explicit noticing and use of vocabulary, frequent oral language activities, visual supports, activation of prior knowledge, and visual supports. The kits come with manipulatives which are incorporated into instruction. The website for Go Math offers animated models illustrating many of the concepts, providing visual supports. All units also have a video that goes along with it that talks about the concepts in real life, activating prior knowledge and building background with visual supports. There are also premade SMART Board versions of each lesson, offering students an additional opportunity for student volunteers to engage in kinesthetic/tactile activities. Every unit has a preassessment called Show What You Know, which helps teachers to create groupings for the unit and assigns each student to an RTI Tier for further support. There are additional materials to support small group instruction for Tier II and Tier III for each specific lesson. This is great for SIFE students in particular who may come in without many prerequisite skills; these resources ensure that instruction being given to small groups still relates to the concepts of the unit, but are appropriate to the needs of students needing low-level work.

Science and Social Studies - Science is taught to all classes in English. Social Studies is in Spanish to the TBE classes. The NYC Scope and Sequence is used to plan, prepare, and deliver Science and Social Studies instruction. The cluster teachers at PS 163 teach Science in English to most classes K-5. Science teachers are meeting bi-monthly to discuss highly effective teaching strategies that will address our students needs and learning modalities. Meetings discuss the use of hands-on experiences, exploration, interactive technology, use of vocabulary in context, an accessible Science word wall in every classroom, visual supports next to the Science vocabulary, use of scaffolding and differentiation, and the use of Scientific expressive language in the areas of listening, speaking, reading, and writing. Social Studies is taught in Spanish in the Spanish TBE classes. It is taught in English in the ESL classes. Teachers utilize many of the strategies already outline for other subject areas to teach Social Studies.

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

Students in the TBE program are assessed using the Fountas and Pinnell Spanish Reading Benchmark Assessment three times a year, just as we do in English with all students. On K-2, Native Language Acquisition is also measured using Estrellita assessments and benchmarks.

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

This year, we are introducing an ESL Report Card. The report cards will be distributed in December and April.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Among SIFE students, there is a wide disparity. Of the 12 SIFE students, two are remarkably strong in ELA; one child earned one of the top scores out of all the ELLs on the ELA, the other came just a year ago and will be soon reading on grade level. The rest of the students display progress more typical of Students with Interrupted Formal Education, but most of the students are enthusiastic learners. Given that the needs of the SIFE students are diverse and there are only two classes with SIFE students (4th and 5th ESL) the Data Coach will be meeting with classroom teachers and ESL teachers of those classrooms to discuss the needs of the students using an Inquiry template and help them evaluate the needs of those students going forward. We are also considering adding a SIFE group to the Title III After School Program in the Spring.

b. Language instructional approaches and methods to make content comprehensible to enrich language development for students who have been in the NYC Public School System for 0-3 years include: total physical response, concrete visual supports and repetition (including repeated experiences), making the most of the student's "Silent Period" (whereby visual and audio delivery is maximized as students absorb and internally process, ponder, and contemplate what they are seeing and hearing), connecting visuals with writing, multiple exposure to small group instruction/work, scaffolding, differentiation, use of cognates, role play, creating authentic speaking experiences, class buddy system (for learning, discussing, and writing), explicit instruction, explicit modeling, think alouds, use of literacy website supports (e.g. Starfall, Raz Kids), small groups for reteaching of concepts, language and content objectives/prompts,

and the use of leveled text with picture support. Teachers will conference with students and use student data and observations to tailor instruction.

c. Students with 4 to 6 years of service will still benefit from many of the strategies outlined for students with three years or less, as long as it is developmentally appropriate. Students will also benefit from hands-on activities and project-based learning. At PS 163, most students with 4 to 6 years of service are invited to After School, and to the After School program as well. For more information on these programs, see Item #13.

d. There is only one LTELL at PS 163. The student was held over multiple times on the lower grades before being referred to 12:1:1. Mr. Flynn, Data Coach, and Ms. Seabrook, IEP Teacher, will be meeting to discuss the student's needs later this month.

e. We are offering former ELLs targeted support by inviting them to the Saturday ELL Arts Program. See Item #13 for more information.

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

The strategies outlined above in parts B and C work well with ELL-SWDs. In addition to information that the ESL teacher uses when working with other students, the ESL teacher utilizes the IEP to discover information about a student's needs and interests, and can use appropriate ESL instructional strategies when working with the student. The technology resources outlined in Item #14 are also key in helping ELL-SWDs to access academic content. One additional resource worth mentioning is Grammar Gallery. Teachers can use this online resource to provide targeted support to ELL-SWDs in grammar instruction. Grammar Gallery provides access to resources for specific language and grade levels and is used to enhance and support explicit writing practices, nuances of language, grammar, and mechanics.

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?

Curriculum and Instruction - PS 163 has targeted small group instruction in Math, Reading, Writing, and Science. The new Go Math curriculum contains different activities for RTI Tiers II and II, as well as many manipulatives and technology supports to help our ELL-SWDs access instruction.

Scheduling - PS 163 offers a full hour every day of Reading Workshop and 90 minutes of Math in order to enable all students, particularly ELL-SWDs, to succeed.

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

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

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

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

### 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

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### 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

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



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.

Intervention Services – More detail on these programs in Item #13

Extended Day – Grades 1-5, almost all ELLs – Small group (10:1) instruction in Reading in English with a certified teacher.

After School – Grades 3-5, students scoring Level 2 on the NYS ELA or Math – Instruction in ELA and Math. Instruction is in English.

Saturday ELLA Academy – Grades 2-5, Advanced ELLs and Former ELLs – Instruction in English.

SETSS – Students with SETSS on their IEP work with Ms. Cocolicchio, a certified Special Education teacher. Math and ELA. Instruction is in English, though Ms. Cocolicchio also speaks Spanish.

Academic Intervention/RTI – Ms. Silverman, a certified Reading teacher, and Ms. Cocolicchio provide small group instruction in English.

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

As described in Part III Items #1 and #8, students are making clear growth in ELA according to the Fountas and Pinnell Assessments and the School Progress Report for 2012-2013. The School Progress Report also notes that growth is similarly strong for Math. However, we still have much work to do in terms of helping our ELLs, as well as general education students, reach Proficiency on the new Common Core NYS ELA and Math, as few students have met that standard at this point. We are making adjustments to the curriculum, most notably by adopting Go Math as our math curriculum. Supports for ELLs in the Go Math curriculum are described in Items #3 and #14.

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

We are considering running a Title III After School Program in the Spring. Two years ago, we had a Saturday Title III Program at the school, but with the ELLA Program (see Item #13) coming to our school last year and continuing this year, we have an opportunity to spend those funds on a weekday program. As the ELLA Program is targeting Advanced ELLs this year, we are considering targeting the Newcomers and Beginners with the weekday program.

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

During the 2012-2013 school year, PS 163 adopted Curriculum Associate's online assessment and instruction suite, iReady. Teachers and administrators alike regarded iReady to be a mixed bag. Results from the assessments were much lower than school assessments or the Spring 2013 results and were considered to be an unreliable source of data. This program served all students, but was particularly problematic for newcomer ELLs, who were forced to take an initial assessment on grade level.

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 afforded equal access to all school programs. ESL, TBE, and 12:1:1 classes have access to the same cluster classes (Science, ST Math, PE, Music, Art) as the other classes. ELLs are also invited to the same additional programs that non-ELLs have access to, such as After School and Extended Day. In fact, our ELLs are identified at a higher rate for these programs than non-ELLs, and ELLs have access to special programs such as the Saturday ELLA Program, which is popular with students and not open to non-ELLs (save Former ELLs who recently tested out).

The Extended Day program invites almost all ELLs on grades 1-5 (a handful who did exceptionally well on the state tests were not mandated) to attend small group tutoring sessions in the morning from 8:00 to 8:37 every Tuesday, Wednesday, and Thursday. There is a "Book Club" focus to the sessions to support students in meeting the expectations of the Common Core for ELA.

The After School Program provides academic support to at-risk students. Students were primarily identified by F&P reading level. Most ELLs are eligible for the program and have been invited to participate. Certified ESL teachers Ms. DaSilva and Ms. Osorio, as well as certified bilingual teacher Ms. Bodden, are among the six pedagogues teaching.

The Saturday ELL Arts (ELLA) program is in its second year at PS 163. This program is sponsored by the NYC DOE Office of English Language Learners. This exciting program pairs a teacher with a visiting teaching artist. Last year, teaching artists included an actress, a dancer, and a visual artist. There were also special performances by a Flamenco troupe and a professional mime. Students and teachers collaborated to put on a show the final week of the program. This year, visiting artists include a photographer. The program has four groups, one for each grade 2-5. Ms. Osorio, a certified ESL teacher, works with the 5th graders. Ms. Reese, a certified Reading teacher, works with the 4th graders. Two certified ESL teachers from another school work with the lower grades. The program this year is targeting primarily Advanced ELLs, as well as Former ELLs who tested out in Spring 2013.

Last Spring, PS 163 offered an after school Basketball Program to third, fourth, and fifth grade students. The student response was overwhelming. ELL students participated in the program. One of the three teachers to coach this program was Ms. Solano, the third grade bilingual teacher, who was able to provide Spanish language support as necessary. We anticipate that the program will be offered again this year.

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

All ELL students have the same access to learning as do non-ELL students. Each ESL/TBE class uses SMART Boards, document cameras listening centers, and laptops, as well as access to digital recorders, digital cameras, poster makers, and color copies for visual support.

The new Go Math curriculum provides premade SMART Board files for every lesson, along with videos, animations, and online interactive toolkits at the ThinkCentral, the Go Math website. Teachers on Grades 1, 3, and 5 have been working with Ms. Goldman, a consultant from Lehman College, to learn how to implement these tools in their classrooms. Teachers, as well as coaches and administrators, are sharing this information with teachers on the other grades.

For math, PS 163 is also using Spatial-Temporal Math (ST Math) from MIND Research Institute on Grades 3-5 through a grant. Classes visit the computer lab twice a week to use the website, which uses interactive games and animated characters to help improve students' understanding of key math concepts and better problem-solving skills. ESL and TBE classes participate in the program just like their peers. One of the unique features of the program is its reliance on symbolic representation – letters and words are hardly every used – which makes it accessible to all ELLs.

ESL and TBE classrooms use several sites to support literacy. All K-3 classrooms have access to Award Reading Online, an online site that contains audio versions of the Award Reading guided reading books, as well as activities for all of the books. ESL/TBE classrooms frequently make use of the website Starfall to introduce the alphabet and letter sounds to students. Raz-Kids is used by ESL/TBE classrooms on grades 3-5. Raz-Kids gives students access to dozens of texts on their level, and has audio for all books; a great support for ELLs who do not have anyone at home who can read to them in English. Students can also take quizzes on the books they have read, and progress is easy for teachers to track. The website recently was updated to add a Spanish section.

For Science and Social Studies, teachers have access to Discovery Education Streaming, which offers videos that can be used to supplement instruction. These videos can also be used to build background for topics being covered in other subjects.

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

Typically ELLs are divided into small groups throughout the subject areas so that ESL and TBE teachers are able to differentiate, support, infuse ESL strategies, and provide real-world connections and activities using small group instruction throughout ELA, NLA, math, and social studies. TBE teachers provide NLA in Spanish to strengthen and support the development of the Spanish language throughout the four domains and have Spanish leveled text available to support Spanish instruction.

In the ESL classes, the teacher typically does not address the whole class in a language other than English. Oral native language support is delivered in a targeted one-to-one basis in the ESL classes. The use of romance language cognates and Native Language Support is made available in ESL classes in order to provide clarity of vocabulary and concepts. On K-4, Spanish-speaking parents of newcomer students typically opt to put their child in TBE, reducing the need for first language support in the lower grade self-contained ESL classes. Teachers may make translated materials and dictionaries available as needed. Bilingual glossaries produced by NYSED for Social Studies, Math, and Science are made available for support on 3-5 and to accustom the students to these resources prior to the state test. A small selection of books in the first language may also be included in the class library, particularly in the upper grades.

In the instance where a language other than Spanish is needed for clarity, the children who understand that particular language are able to assist by providing peer support within the small group. The ESL teacher is able to check for understanding, adjust the lesson as needed, and proceed with the lesson while making observation notes. ESL teachers frequently speak with each other, share best practices, and go to other staff members/parents who may be able to assist with native language (other than English and Spanish) vocabulary support (e.g. French, Twi, Creole).

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

After School - The academic instruction offered to the ELLs in the 3-5 After School program is more appropriate to the upper grade students. The Zoom In text series being used has age-appropriate visuals and content. The focus on test preparation is appropriate to the grade band.

Extended Day/SETTS/Academic Intervention – These services all provide instruction in a small group setting. This makes it easy for teachers to respond to the interests and needs of their students, and to tailor it to their ages and grade levels.

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

All incoming Kindergarteners receive a Welcome Packet that outlines "What to Expect" as students and their families prepare for Kindergarten. The Welcome Packet also identifies activities students and families can do to prepare for a smooth transition in September. We also work in collaboration with Head Start to provide a school tour during the month of June so that our incoming Head Start children have the opportunity to walk through the school, meet teachers, and ask questions. New students that come during the school year are typically assigned a buddy, ideally of the same language background, who can help them navigate the classroom and the school. Many teachers set up meetings with parents of new admits soon after the student arrives in order to get to know the student and parent better and be able to offer assistance.

18. What language electives are offered to ELLs?

While it would be exciting to have a program, PS 163 is an elementary school and does not currently offer any foreign language classes.

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)?

Not applicable.

## C. Professional Development and Support for School Staff

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

1. & 2. At PS 163, every grade meets once a week during a common prep for professional development. Typically, the session is facilitated by one of the Instructional Coaches (Ms. Uzoije Awani for K-2, Ms. Jacqueline Johnson for 3-5) and/or the Data Coach (Mr. Flynn). In attendance are all of the grade level teachers, including the ESL teacher assigned to the grade. This gives us a chance to examine student work and related rubrics, share effective teaching practices, and review data. Ms. Awani and Mr. Flynn are both certified ESL teachers and can speak to ESL strategies and the needs of ELLs.

There are numerous opportunities for professional development outside as well. Last year, ESL and Bilingual teachers attended PD sessions offered by the NYC Office of English Language Learners with Tony Stead on Reading and Writing Nonfiction for ELLs under Common Core. Teachers all enjoyed this PD. ELL teachers also attended a series of workshops by Dr. Ivana Soto on Oral Language Development & Shadowing, hosted by the Fordham Regional Bilingual and ESL Resource Network (RBE-RN). Teachers have also attended sessions on RTI for ELLs last year and this year. Four ELL teachers attended the NYSABE annual conference on Long Island last Spring. The school secretary, Wendy Pimentel, maintains PD records that identify the respective teachers, dates, times, locations, and the titles of each PD session attended.

There is also a special project in the works. At our school, we are working in conjunction with Aileen Colon of the Fordham to develop the 3rd grade ESL and Bilingual classrooms as Lab Sites for other ELL teachers to visit. Recently, Ms. Colon conducted two demo lessons on the Picture-Word Inductive Model for the Lab Site teachers (Ms. Cooper – ESL, Ms. Lyness – Common Branches, Ms. Solano – Bilingual). The Lab Site teachers look forward to showcasing this strategy to their colleagues.

With Ms. Colon and Mr. Flynn, Data Coach, the third grade ELL teachers are also targeting a subset of students in their class – students who haven't budged on the NYSESLAT in the last two years – for Inquiry.

3. As our ELL students get ready to transition from elementary to middle school, our guidance counselor (Melissa Ortiz), parent coordinator (Betty Stewart), fifth grade teachers, Assistant Principal (Karen Bolles) and Principal (Dilsia Martinez) communicate regularly via workshops, school/family activities, and parent letters to inform families about middle school options, varied specialty schools, as well as the enrollment process. Home communication pertaining to middle school is sent out to parents throughout the year as the students visit schools, make choices, and finally transition from the elementary setting to middle school. In the event that assistance is needed to complete forms, the guidance counselor, a native Spanish speaker, is also on hand to assist ESL and bilingual families.

4. Currently under development: Training for new teachers will cover a range of high impact teaching strategies that can be useful in any elementary school classroom, but are particularly useful when working with ELL students. Several sessions also familiarize teachers with technology available for instruction in the school.

1. SMART Board I – Basic Usage – Writing and Navigation
2. SMART Board II – Intermediate Usage – Pictures, Tables, and Interactive Elements
3. Read Alouds and the SMART Board – Scanning, Using the Document Camera, Kindle for PC, Highlighting and Annotating
4. Literacy Websites for the Classroom and Home – Award Reading, Raz-Kids, Starfall
5. Music, Chants, and TPR to Teach Vocabulary
6. Classroom Discussions – Accountable Talk, Sentence Frames, & Danielson 3b
7. Developing Oral Language – Pair Work and Small Group Projects
8. Shared Writing

## D. Parental Involvement

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

1. Parents of ELL students enjoy being asked to participate in school activities and celebrations. As a school receiving Focus funds, PS 163 has increased the number of activities relating to academic readiness. For instance, this past September, we hosted Family Fall Fun Fest on a Saturday. Parents participated in workshops facilitated by teachers to learn about how to help their children succeed in reading and math. Teachers were paired together for these workshops so that in every group, there was at least one staff member who could present in Spanish so that we could reach as many parents as possible. Ms. Betty Stewart, the Parent Coordinator, secured the participation of eleven community organizations to present workshops and staff information booths. Ms. Betty always makes sure to arrange that visiting organizations have at least one staff member who is conversant in Spanish. The event concluded with a barbeque hosted by Principal Martinez, who always makes sure to address parents in both Spanish and English.

In addition to this event, there are a series of nutritional workshops offered with a bilingual presenter, and workshops at the Tremont Branch of the NYPL.

Last school year, the PTA sent a dozen parents to the NYSABE conference out on Long Island. About five members, along with Ms. Betty, attended the citywide Annual ELL Parent Conference at the Javits Center

2. Eleven CBOs were involved in Family Fall Fun Fest: NYC Fire Department, NYC Office of Emergency Management, Dial-A-Teacher, NYC Public Library – Tremont Branch, Health First, EMT – NYC Office of Recruitment and Diversity, Legal Shield – Identifying Theft Protection, Urbane Academics – Tutoring Services, Jewish Board – Family Social Services, Neighborhood Association NAICCA, Seedco – Strong Fathers, Strong Families. The PTA has an ongoing relationship with two organizations. Cornell University Cooperative Extension in NYC is running a series of nutrition workshops this year, in both Spanish and English. The PTA has also partnered with the Tremont Branch of the NYPL to do a series of visits to the Technology Lab at the Library. For the past six years, PS 163 has hosted performances during the school day of the theatre troupe Arts for All. The program has been very popular.

3. & 4. Workshop themes are based on parent concerns, informal parent feedback, School Leadership Team meetings, parent surveys, anticipated family needs, and DOE information that needs to be disseminated to our families. Workshops are led by various members of the school and community e.g. Parent Coordinator, PTA President, Principal Martinez, the coaches, guidance counselors, and guest speakers from the community. Workshops have provided families with information about grade-level curriculum, Common Core State Standards, homework guidelines, DOE initiatives, parenting skills, how to assist their child(ren) in school, report card information, and where to find resources within the community.

The parent coordinator is visible and routinely converses with families about their needs or concerns. Ms. Betty is approachable and is constantly talking with parents individually, in small groups, workshops, school events, during arrival, and during dismissal. It is evident that she wants to help our families. Ms. Betty makes it her business to be outside during arrival and dismissal and makes herself available to meet with parents as they walk-in to ask questions or discuss situations/concerns. The PTA President, Ms. Brown, is also visible and works with Ms. Betty to reach out to parents to create fundraising activities for the benefit of our children at PS 163.

In addition to translation in Spanish provided by administrators, teachers, office staff, and school aides, we do provide support to families in other languages. Translators for Parent Teacher Conferences have been hired to communicate with families who speak Soninke (or understand a dialect similar to Soninke). Staff members in the school have also been identified and are ready to assist with parent communication as French, Twi, and Creole translators are needed or anticipated. It has been our experience that Soninke, French, Twi, and Creole translators are seldom used/requested when provided for the families who speak the above languages as parents/guardians prefer to have a family member or trusted neighbor discuss private issues concerning their children.

### **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.

**School Name: PS 163 Arthur A. Schomburg**

**School DBN: X163**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dilsia Martinez	Principal		
Karen Bolles	Assistant Principal		
Betty Stewart	Parent Coordinator		
Nichole Haughton (Cooper)	ESL Teacher		
Joanne Brown / PTA	Parent		
Johanna Escobar / ESL	Teacher/Subject Area		
Melissa Solano / Bilingual	Teacher/Subject Area		
James Flynn	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Marylin Rivera	Other <u>Parent</u>		
	Other		
	Other		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 09X163 School Name: Arthur Schomburg Elementary School

Cluster: 1 Network: CFN109

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

### **Part A: Needs Assessment Findings**

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

Home Language Surveys are the first source of information about each parent's predominant language. That information is entered into ATS. In addition, our Emergency Cards (Blue Cards) completed at time of student registration indicate parents' preferred languages. Data from ATS supports that the predominant language in our school is Spanish. In order to accommodate translations in Spanish, staff members provide written translations related to parent information, notifications, and letters. Staff members have been identified to assist with other languages. These staff members serve as translators during meetings between families and the school. Spanish speaking staff members are always on hand to serve as translators during Parent Teacher Conferences, Parent Association meetings and workshops. We also utilize the NYC DOE Translation and Interpretation Unit as a translation resource as needed. Family members and trusted neighbors are also available to assist with home-school communication.

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

The predominant language in our school is Spanish. Based on the information in ATS (as stated in Part A: #1), translations are provided for written and oral communications by the NYC DOE Translation and Interpretation Unit and/or staff members. Other parents also support non-English speaking parents regarding notifications that are sent to parents regarding student performance, AIS offerings and expectations for parent participation. Major findings and needs are reported and discussed at School leadership meetings and supports for parents are noted and in our annual CEP.

## Part B: Strategies and Activities

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

In accordance with Chancellor's Regulation A-663, parents are provided with the Bill of Parent Rights and Responsibilities in English or in the home language, if the home language is one of the nine languages covered by the NYC DOE. Signs indicating the availability of interpretation services are also posted in the covered languages. Currently, none of the untranslated home languages at PS 163 meet the 10% criteria which would lead to filing a request for translation of documents and signage with the Translation and Interpretation Unit.

Staff members have been identified to assist with translations. These staff members serve as translators during meetings between families and the school. Spanish speaking staff members are always on hand to serve as in-house translators. We also utilize the NYC DOE Translation and Interpretation Unit as a translation resource as needed. Family members and trusted neighbors are also available to assist with homeschool communication. Translators are solicited for parent-teacher conferences from in-house staff members, family members, trusted neighbors, parent volunteers, and outside vendors to provide translating services when necessary.

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

Oral interpretation services are provided by in-house staff first, family members, trusted neighbors, parent volunteers, and outside vendors when necessary.

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>.

P.S. 163 utilizes the translation services offered through the Translation and Interpretation Unit. On other occasions, in-house staff members, family members, trusted neighbors, parent volunteers, and outside vendors are utilized in order to fulfill Section VII of Chancellor's Regulations A-663.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Arthur A. Schomburg E.S.	DBN: 09x163
Cluster Leader: Doug Knecht	Network Leader: Maria Quail
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 checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 100 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input 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: 4 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 1

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Supplemental instructional services aimed at improving outcomes for LEP or ELL students to attain English proficiency while meeting New York State academic achievement standards is based on the analysis of the New York State English as a Second Language Achievement Test (NYSESLAT), the results from Fountas and Pinnell Reading Assessment, and ongoing teacher conferences and observations. These services are offered to 100 total targeted students on Saturdays at PS 163. Certified ESL Teachers will team teach with Literacy and Art Teachers. For the 2012-2013 school year, we will extend our ELL Language and Literacy Enrichment through the Arts (ELLA) Saturday Academy for the 100 ELLs currently enrolled in the program by adding 4 instructional Saturdays to the program which will allow us to include visits to art museums and institutions throughout the City of New York for both students and their parents. ESL, Literacy and Arts Teachers will meet to plan program objectives and activities that go beyond the classroom to include opportunities to view, evaluate and critique art in the real world. We will also further extend the impact of the program by offering a 10 week program for 50 students in grades K-1 that are not currently served through the city sponsored ELLA program.

### 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:

Teachers who provide instruction and services to our ELL population participate in workshops offered by the OELL. At the school, our 2 coaches (which includes 1 licensed ESL teacher) provide our bilingual/ESL teachers professional development opportunities, every ten days, from September to June, which assist with the integration of listening, speaking, reading and writing skills into daily instruction. Our workshops focus on teaching reading compressions strategies, vocabulary development, building and activating background knowledge, assessment of ELLs, and the effective use of strategies which are cited in professional books such as Kids Come In All Languages: Reading Instruction for ESL Students and The Natural Approach: Language Acquisition in the Classroom. These books contains practical information on teaching reading to culturally and linguistically diverse students who come to the New

### Part C: Professional Development

York City classroom with a broad range of experiences. Title III funds are not used to support this effort.

Network Co-Leader , Caterina Ditillio, will identify staff with ELL expertise in Second Language Acquisition and Instructional Techniques such as Qtel that enable teachers to apply effective language acquisition strategies in small group instruction.

Engage teachers currently teaching ESL through the co-teaching model to participate in a Study Group around the work of RTI for ELLs for 14 sessions after-school.

Participate in the New York State Association for Bilingual Education (NYSABE) Annual Conference "Bilingual Education: Promoting Educational Excellence and Equity for ALL Students" March 14-17, 2013

### 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:

Workshops for parents (offered select Saturdays in March and April 2013) will begin by providing a basic overview of the ELL Language and Literacy Enrichment through the Arts Saturday Academy for ELLs, overall program objectives for language acquisition and visual arts while also addressing some common ELL concerns such as:

- How learning two languages in childhood differs from learning just one
- What to expect when a child is learning two languages
- What to do when the child mixes languages or refuses to use one
- How to optimize the child's bilingual development or second language acquisition
- What to do when language/speech/learning disabilities exist and more

Participate in the New York State Association for Bilingual Education (NYSABE) Annual Conference "Bilingual Education: Promoting Educational Excellence and Equity for ALL Students" March 14-17, 2013

Additionally, students who are participating in the Saturday ELL Academy will be encouraged to have their parent visit classroom hands-on activities as well as chaperone fieldtrips. This will promote a greater understanding of curriculum related topics and academic expectations.

**Part E: Budget**

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

Allocation Amount: \$0

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