



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

32K162

School Name:

THE WILLOUGHBY SCHOOL

Principal:

BARBARA DEMARTINO

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: JHS 162- The Willoughby School Number (DBN): 32K162
School Level: Intermediate Grades Served: 6 – 8
School Address: 1390 Willoughby Ave. Brooklyn, NY 11237
Phone Number: (718)821-4860 Fax: (718)821-1628
School Contact Person: Christine Burwell Email Address: CBurwel@schools.nyc.gov
Principal: Barbara DeMartino
UFT Chapter Leader: Thomas Sherman
Parents' Association President: Andrea Paredes
School Leadership Team
Chairperson: Annamma Joe
Student Representative(s): _____

District Information

District: CSD 32 Superintendent: Lillian Druck
Superintendent's Office Address: 797 Bushwick Ave. Brooklyn, NY 11221
Superintendent's Email Address: LDruck@schools.nyc.gov
Phone Number: (718) 574-1100 Fax: (718) 574-1245

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 208 Network Leader: Daniel Purus

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Barbara DeMartino	*Principal or Designee	
Gail Simms	*UFT Chapter Leader or Designee	
Andrea Parades	*PA/PTA President or Designated Co-President	
Anna Bambina	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Francine Padula	Member/ Assistant Principal	
Annamma Joe	Member/ Teacher	
Dinelle Rudd	Member/ Teacher	
Aida Morales	Member/ Parent	
Maria Gonzalez	Member/ Parent	
Sujeri Candia	Member/ Parent	
Concepcion Alvarado	Member/ Parent	
Marina Limon	Member/ Parent	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

IS 162 is a middle school located in the primarily low income area of Bushwick, Brooklyn. Down from a register of almost a thousand students ten years ago, IS 162 now serves about 500 sixth through eighth grade students. The area that surrounds the school is undergoing a change in demographics, seeing an influx of young, single artists and other professionals. This change, accompanied by the growth of charter schools in the area is responsible for our lower register. Our students are 88% Hispanic, 8% African American, with the remainder being Asian, Caucasian and other ethnicities.

It is the mission of IS 162 to establish an environment that will allow our student to become self-reliant and capable of developing and applying their skills and abilities to succeed in all areas of life. We strive to provide a safe and orderly atmosphere that will have a positive effect on students' learning. We will set challenging goals that will enable our students to reach for high academic achievements. Our school environment recognizes the unique characteristics of each individual, his or her needs, and the importance of providing the guidance and support to grow socially, emotionally and academically. The administration, staff and parents will work together to implement a plan that will encompass all the ingredients necessary to successfully educate, and encourage our students to become productive citizens and lifelong learners.

IS 162 has improved from being a School in Need of Improvement and a Priority Focus School to a School in Good Standing. That improvement is due to its having a strong and stable administration and a faculty of seasoned, highly qualified teachers. One area where our school made the most growth is in Tenets 3. We have a very strong CCLS curriculum, which was developed to meet the needs of our students. In addition, our staff receives professional development that is tailored to their needs. Another area where we have seen growth is Tenet 6. We have built a strong community which includes parents, teachers and students who all work together to support the social and emotional needs of our students. These practices have had a positive effect on our school's progress.

Key areas of focus for this school year are to continue our work in developing rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards for all students and to better modify them for identified subgroups in order to maximize teacher instructional practices and student learning outcomes. We are working to apply scaffolds for all subgroups with pre and post assessments to assure student progress. We are also working to strengthen the home school partnership by planning more parent meetings, Parent Learning Walks, expanding our Saturday ELL program to include English Language Instruction for parents and parent workshops to provide instruction on the systems used in school.

32K162 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	472	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	20	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	11	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	89.4%	% Attendance Rate		89.8%
% Free Lunch	79.1%	% Reduced Lunch		1.2%
% Limited English Proficient	16.8%	% Students with Disabilities		24.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		6.0%
% Hispanic or Latino	88.2%	% Asian or Native Hawaiian/Pacific Islander		2.5%
% White	2.7%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)		7.09
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	10.0%	Mathematics Performance at levels 3 & 4		15.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		26.3%
Student Performance for High Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We have a high percentage of long term ELLs in our student population. Review of the Principal's Performance Observation (PPO), Area of Improvement 1.2, and our student scores on both the NYSESLAT and NYSELA exam, has helped us to identify the following:

Strength: Our school leaders and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Standards in ELA, Math, Science and Social Studies.

Weakness: Our current ESL curriculum needs to be rewritten to align to the Common Core Learning Standards and to include complex materials that stimulate higher order thinking, deeper conceptual understanding and knowledge around specific content.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the ESL/ELA curriculum will be rewritten to include ESL scaffolds to support ELL students.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
Beginning in September 2014, the ESL team and the Academic Coach will create a new CCLS aligned ESL curriculum.	All ELLs	SY 14-15	Academic Coach ESL teachers
The new ESL CCLS aligned curriculum will be implemented in all ESL classes beginning in September of 2014.	All ELLs	SY 14-15	ESL teachers
Effectiveness of the new ESL CCLS curriculum will be assessed by ESL teachers and Administrators by reviewing student work and assessments	All ELLs	SY 14-15	Academic Coach ESL teachers and Administrators
Revisions and modifications to the ESL CCLS curriculum and to individual teacher lesson plans will be made on an ongoing basis throughout the year	All ELLs	SY 14-15	Academic Coach ESL teachers and Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Curriculum State Standards • Computer hardware and software • Per session for ESL teachers and Academic Coach

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.												
X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.												
TL Rollover Corrective 91												

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
By Feb. 2015, 50% of the ESL/ELA curriculum will be revised as measured by monitoring activities including curriculum maps, student work, and observations from administrators of classroom implementation.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Examination of the results of our School Environment Survey, relative to the Capacity Framework element and DYSDE tenets, has helped us to identify the following:
Strength: According to the School Environment Survey, a large majority of constituents indicated they feel the school is safe and conducive to learning.
Weakness: While it is a positive that most students feel safe in school, many still come with social and emotional issues that need to be supported in order for students to succeed. Due to budgetary constraints, we do not have the ability to provide the resources to support the social and emotional growth that our students need in order to be successful. We depend on partnerships to help support and sustain our students' social and emotional health.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

IS 162 will partner with outside organizations to provide additional supports in student academic and social/emotional needs. This will promote more effective academic and personal behaviors and by June 2015, reflect a 2% improvement in student attendance as measured by attendance from Sept. 2013.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
21st Century Grant Program <ul style="list-style-type: none"> • Provide theater, dance, art, martial arts, percussion programs as well as parent workshops, teacher professional development and programs that provide teaching artists in our classrooms. • Provide AM counseling services and 1 to 1 peer mediation program. 	All students	SY 14-15	School supervisors, teachers, program supervisors and counselors
Breaking the Cycle – to work with staff to better understand and meet the social and emotional needs of the students.	All students	SY 14-15	School supervisors, teachers, program supervisors and counselors
Western Queens Mental Health Center – to provide onsite screening and counseling	All students	SY 14-15	School supervisors, teachers, program supervisors and counselors and clinicians
Sports and Arts Program – to provide after school academic supports and sports activities	All students	SY 14-15	School supervisors, teachers, program supervisors and counselors
Urban Advantage – to provide Science enrichment activities for students and professional development for teachers	All students	SY 14-15	School supervisors, teachers, program supervisors and counselors and Urban Advantage staff.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Infusion of all programs during and after the school day and Saturday sessions with participation by select teachers and program staff.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	Title I Basic	Title I 1003(a)	Title IIA	Title III	P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.								
21 st Century Grant money								

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By Feb. 2015, attendance records will reflect a 1% improvement in attendance as measured against attendance records from Sept. 2013.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Review of the Principals Performance Observation, Area of Improvement 4.1, has helped us to identify the following:
Strength: We have written strong CCLS aligned units of study in all major content areas over the past two years and they have been successfully implemented in our classes. Our scores have improved and our school is now in good standing.

Weakness: Our current unit and lesson plans, while appropriately aligned to the CCLS coherent curriculum, could be improved by the inclusion of sufficient screening, interim measures and progress monitoring.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, Common Core Planning Teams will have created pre and post unit assessments for every major subject area.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			

2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
3. Strategies to increase parent involvement and engagement			
4. Activities that address the Capacity Framework element of Trust			
Common Core Planning Teams will work to create appropriate assessments in all disciplines.	All students, including SWDs, ELLs, and all other subgroups	Sept. 2014 through June 2015	Common Core Planning Teams
Reconfigured school workday will be used as necessary for teachers to monitor instruction and plan assessments.	All students, including SWDs, ELLs, and all other subgroups	Sept. 2014 through June 2015	All teachers

Part 4 – Resources Needed

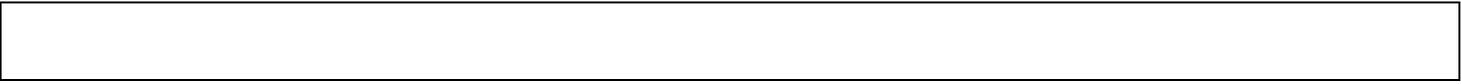
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> Per session for Common Core Planning Teams Reconfigured 80 minute PD block

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
TL Rollover Corrective 91													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
5.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
6.	Specify a timeframe for mid-point progress monitoring activities.			
By Feb. 2015, Common Core Planning Teams will have created at least 2 pre and post unit assessments per major subject area.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Review of the Principals Performance Observation, Area of Improvement 4.1, has helped us to identify the following:
Strength: Our school leaders have a strong system to track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement. All teachers at IS 162 were rated Effective for SY 13-14
Weakness: Calibration of teacher observations and evaluations must be aligned to track the needs of teachers and give timely and direct feedback and appropriate PD based on needs identified by the data.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
 By June 2015, 80% of teachers will show improvement in at least one Danielson component as measured by Advance data from June 2014 as a result of timely next steps and targeted PD provided by supervisors.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Weekly monitoring of reports from the Advance and Teachboost Systems	All teachers	SY 14-15	All administrators
Use of data from Advance to identify trends and compare calibration of observations from administrators	All teachers	SY 14-15	All administrators
Monitor the progression of next steps and teacher improvement	All teachers	SY 14-15	All administrators
Plan and deliver targeted PD to teachers as indicated by the data	All teachers	SY 14-15	All Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Advance
- Teachboost
- Talent Coach

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

NYSTL software money

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By Feb. 2015, 40% of teachers will show improvement in one Danielson component, as measured by Advance data from June 2014.

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Review of the Chancellor’s Capacity framework to Build Strong Family and Community Ties and the Chancellor’s Pillars in Practice #3, has helped us to identify the following:
 Strengths: The teachers use Learnboost, a Google online gradebook that gives the parents the ability to monitor student progress and communicate with teachers easily. Parents are given training on this system and provided with email addresses on the school’s private domain if needed.
 Weaknesses: We see a need for expansion of opportunities for parents to understand and be involved in their child’s education.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 50% increase in the number of ESL Parent Program activities from the previous school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>

3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
5. Strategies to increase parent involvement and engagement			
6. Activities that address the Capacity Framework element of Trust			
ELL Saturday Parent Program	All parents and guardians	SY 14-15	Administrators, teachers
Parent Workshops	All Parents and guardians	SY 14-15	Parent Coordinator
Parent Learning Walks	All parents and guardians	SY 14-15	Administrators, teachers and Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Translators, Parent Coordinator, teachers, students, Guidance Counselors and Administrators

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	Title I Basic	Title I 1003(a)	Title IIA	X	Title III	X	P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.										
21 st Century Grant money										

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By Feb. 2015, there will be a 25% increase in the number of ESL Parent activities as measured by ESL Parent activities conducted in the same time frame in the previous school year.

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	ELA scores in bottom third of school	Common Core Reading and Writing strategies	Small group	During the school day
Mathematics	Math scores in bottom third of school	Common Core Math practices	Small group	During the school day
Science	Science MOSL of Sept. 2014	Interpreting graphs and charts	Small Group	During the school day
Social Studies	Social Studies MOSL of Sept. 2014	DBQ and interactive technology	Small Group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Teacher/Guidance recommendation • Students with attendance issues • Over Age students 	Bullying Prevention Program Century 21 AM Program Social and Emotional Skills	Individual or small group	During the school day

Section 7: Title I Program Information

Directions:

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.</p> <p>Strategies and activities used to attract high-quality highly qualified teachers to our school include:</p> <ul style="list-style-type: none"> • Frequent communication with our Network HR Director when vacancies occur • We have established a partnership with a local college to support the grooming of student teachers in our search for HQT candidates. • We interview HQT candidates from the Open Market Hiring System and the Absent Teacher Reserve(ATR) Pool. • We have established a rigorous interview protocol that includes demonstration lessons, interviews, and review of the New York State certification/licensing.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Network and Central PD sessions are attended and turn-keyed to the staff. • 80 minute PD blocks each week for teachers and paraprofessionals. • PD team meets regularly with the administration to discuss and plan professional development for staff based on staff needs. • Teachers are provided with curriculum maps, instructional resources and professional learning opportunities. • Individualized PD plans are created for teachers, based on their needs, to ensure improvement. • Coaching and mentoring are available for teachers who require additional support. • We maintain a teacher resource center and professional library to promote promising and effective practices.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. 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.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers and Administrators examine data, trends from assessments, and classroom observations to select instructional materials and Measures of Student Learning.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$110,880.00	X	Pgs. 13, 20
Title II, Part A	Federal			
Title III, Part A	Federal	\$11,200.00	X	Pg. 21
Title III, Immigrant	Federal			

Tax Levy (FSF)	Local	\$2,770,598.00	X	p. 10, p. 15
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¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy

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 the school. **IS 162**, 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 the school and the families. The 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 the school community. **IS 162** 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 the school community;

The 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. The 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 the 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, the school will:

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

The 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;
- 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
- dedicating a block of time each week to facilitate teacher-parent contact, to be referred to as Parent Engagement time.

School-Parent Compact

IS 162, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

- **School Responsibilities**

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

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

Support home-school relationships and improve communication by:

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

results for each child and other pertinent individual school information;

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences and Curriculum Night;
- dedicating a block of time each week to facilitate teacher-parent contact, to be referred to as Parent Engagement time.

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;
- **Parent/Guardian Responsibilities:**
 - monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
 - ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
 - check and assist my child in completing homework tasks, when necessary;
 - read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
 - set limits to the amount of time my child watches television or plays video games;
 - promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
 - encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;
- **Student Responsibilities:**
- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.



Department of English Language Learners and Student Support

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 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School:	DBN: 32k162
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):

Part B: Direct Instruction Supplemental Program Information

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

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Teachers in both sections (ESL/Math) will use scaffolds to meet the needs of their ELLs. Classes meet on Saturdays for seventeen (14) three-hour sessions, 8:30 AM to 12:30 PM. Classes start will start in December and end in May.

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: The Title III Program provides an Adult ESL Class for parents of ELLs that wish to learn English. We encourage ELL parents to learn English at the same time their children attend the Saturday Academy for ELLs. This is part of our parent outreach effort. We try to engage parents who attend our classes in other school activities, such as PTA meetings and ELL Parent workshops. We educate parents who attend these classes on how the educational system works, how they can affect the future of their children by encouraging them to finish school and pursue a college degree. ESL classes are held on Saturday, 8:30 AM to 12:30 PM, for 14 sessions, December thru May. The goal of the program is to provide the English necessary to meet the immediate needs of parents and to improve their ability to understand and use English. This is a thematic curriculum that targets a variety of topics of daily life, i.e. daily routines, school and education, transportation, health, the workplace, telephone skills, shopping, government and law, and immigration. Grammar and mathematics skills are also included. The activities include vocabulary development, dialogues, reading, writing, and real-life Math application. A certified ESL teacher will teach this class. Parents are invited by letters written in English and in the home languages. Letters are followed by phone calls to parents in the home language.

Part D: Parental Engagement Activities

Parents will also be invited to attend a monthly ELL Parent Meeting. The topics for these meetings will be educational and informational. Parents will learn about the process of learning a second language and what they can do to help their child at home. They will learn about the State assessments and their importance in the education of their children. They will be exposed to information regarding community resources available to them and their children. Presentations by outside resources, i.e. Bushwick/Ridgewood CBO and PTA- sponsored presentations .

Part E: Budget

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

Allocation Amount: \$ _____

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 32	Borough Brooklyn	School Number 162
School Name The Willoughby		

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	24	11	2	32	7	16	27	0	13	83

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
Total	24	11	2	32	7	16	27	0	13	83
Number of ELLs who have an alternate placement paraprofessional: <u>12</u>										

C. Home Language Breakdown and ELL Programs

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

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							4	11	6					21
Intermediate(I)							6	10	8					24
Advanced (A)							21	11	6					38
Total	0	0	0	0	0	0	31	32	20	0	0	0	0	83

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	8	2	20	5	1	0	0	0	36

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The assessment tools used to assess the early literacy skills of our ELLs are: the LAB-R and the Spanish LAB; oral, reading, and writing informal assessments conducted by the ESL teachers; Periodic Assessments; and Achieve ESL Readingsmart. The LAB-R provides a baseline assessment of the English literacy skills ELLs bring into the program. The Spanish LAB data is indicative of the literacy skills in

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

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

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

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

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

4. For each program, answer the following:

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

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

Periodic assessments serve to identify the strengths and weaknesses of ELLs. The school leadership and the teachers use the results of

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

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

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

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

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

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

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

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
- At registration, all parents/guardians of newly enrolled students who are possible ELLs are assisted with the completion of the Home Language Information Survey (HLIS) and registration forms. An informal interview of the parent and of the potetial ELL in English and/or the home language is conducted by a certified teacher who is bilingual (English/Spanish). Over-the-phone translation services of the Translation & Interpretation Unit of the DOE are used for low-incidence languages. The certified bilingual teacher also administers the LAB-R (if necessary) within 10 days of students' arrival. If the student is identified as an ELL and a SIFE, the ALLD (Academic Language & Literacy Diagnostic) is administered as soon as possible. The Coordinator for ESL is responsible for making sure that all ELLs are identified. The RLAT, RLER, and other ATS reports as well as ARIS and SESIS are utilized to identify all

ELLs. The Coordinator for ESL works with the I.E.P. teacher and the CSE to identify Special Education students who require ESL services. All identified ELLs are required to take the yearly NYSESLAT. The Coordinator for ESL supervises the administration of the NYSESLAT. Letters in English and the home language are sent home to inform parents about the NYSESLAT. A Parent Meeting to introduce/review the NYSESLAT is provided yearly for all ELL parents. Translations are provided in the home languages as needed. All necessary data needed to fill out the NYSESLAT answer documents is secured by the Coordinator for ESL. The Coordinator for ESL works with the Testing Coordinator to order the necessary number of testing materials, to make sure NYSESLAT answer documents are properly filled out, and to ensure all ELLs are duly tested.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
The process we follow to ensure that all parents/guardians understand all three program choices within the Department of Education (Transitional Bilingual, Dual Language, Freestanding ESL) is the following: The Coordinator for ESL works with the Pupil Secretary to register possible ELL entrants. Parents/Guardians and child are interviewed in the home language to identify needs. Parents are then informed of the three possible program models available within the NYC Department of Education - Transitional Bilingual, Dual Language, and Freestanding ESL. Translations for low-incidence languages is provided through the Office of Translations & Interpretation phone translation services. The certified bilingual teacher translates for the Spanish speakers. Parents/Guardians then fill out a Parent Survey and Program Selection Form. We offer parents/guardians the opportunity to make an appointment, at their convenience, to come in and view the Orientation DVD that showcases all three available programs for ELLs in their home language. It has been our experience, however, that parents prefer to make their choices at the time of registration. If the parent's choice is not available at our site, we direct parents/guardians to the District's Registration Center, where they will be provided with a school that offers the program they want for their child.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Parents/Guardians are notified within 10 days of students' arrival of the results of the LAB-R through an Entitlement or Non-Entitlement letter. Home language translations are provided. The Coordinator for ESL manages the distribution of the entitlement letters. Copies are maintained in the Compliance Binder. The Parent Survey and Program Selection, as per CR Part 154, is filled out and collected by the Coordinator for ESL on the day of registration. The original copy is placed in the student's come file. a copy is placed in the Compliance Binder.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
At IS 162 we offer a free-standing ESL Program for all ELLs. ELLs are placed by grade level. The program is described to the possible ELLs and their parents/guardians at the time of registration.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The trend in the program choices has been that 100% of parents have chosen to place their ELLs in our Free-standing ESL Program. Parents of ELLs who have been serviced in ESL programs and newcomer parents overwhelmingly choose to stay at our site in the Free-standing ESL Program.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
The program model offered at IS 162 is aligned with parent requests. A certified bilingual teacher conducts all parent/students interviews. Our parent coordinator is who bilingual (English/Spanish) is also available for translations when necessary.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. Our organizational model for the Free Standing ESL Program is departmentalized. All ELLs receive a printed schedule of classes to follow, including their ESL classes. ELLs travel together as a class. The grouping is heterogeneous by grade. Special Ed ELLs from ICT and Self-contained classes are "pulled out" for ESL services. All ELLs are serviced by licensed ESL teachers.
 - b. The ESL Freestanding Program is in the form of a Thematic ESL Curriculum. The ELLs are of mixed levels by grade. The language used is English. However, supports in the home languages are provided in the form of bilingual dictionaries, bilingual glossaries, and technology translation supports. Home language titles are included in the class libraries. ESL strategies, scaffolds, and differentiated instruction are used to support the learning.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

 - a. Beginner and Intermediate ELLs receive 360 minutes of ESL services per week. Advanced ELLs receive 180 minutes of ESL services per week and 180 minutes of ELA per week.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

The Freestanding ESL Program employs a Standards-based Thematic Curriculum. This curriculum mirrors the ELA curriculum. This

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

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

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

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

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

Sixth and seventh grade ELLs must take the NYSESLAT and ELA state assessments in English. However, the Math state exam may be provided in the translated version in their home language. Eighth grade ELLs must take the NYSESLAT and ELA state assessments in English. The Math and Science state assessments may be provided in the translated version in their home language. All ELLs are provided with bilingual word-to-word dictionaries. Math and Science bilingual glossaries may be used during all assessments. Bilingual word-to-word dictionaries may be used during all assessments.

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

At IS 162 we ensure that all ELLs are appropriately evaluated in all 4 modalities of English acquisition throughout the year. Teachers use unit pre and post assessments to assess the modalities of reading and writing. One-to-one conferencing allows teachers to assess listening and speaking skills. On-going formal and informal assessments as well as group work allows teachers to evaluate all 4 modalities of English acquisition. These assessments drive our future instruction.

6. How do you differentiate instruction for ELL subgroups?

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

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

b. All teachers who service ELLs that have been in the U.S. less than 3 years (Newcomers) are informed of their Beginner status. They differentiate for Beginners by providing a variety of leveled texts, tiered activities, graphic organizers, using drawing to express ideas, foldables, leveled questioning, cooperative learning activities, and flexible grouping. Focus on academic vocabulary development helps Newcomers become familiar with the language of content areas and State assessments. Newcomers are also invited to participate in

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

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

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

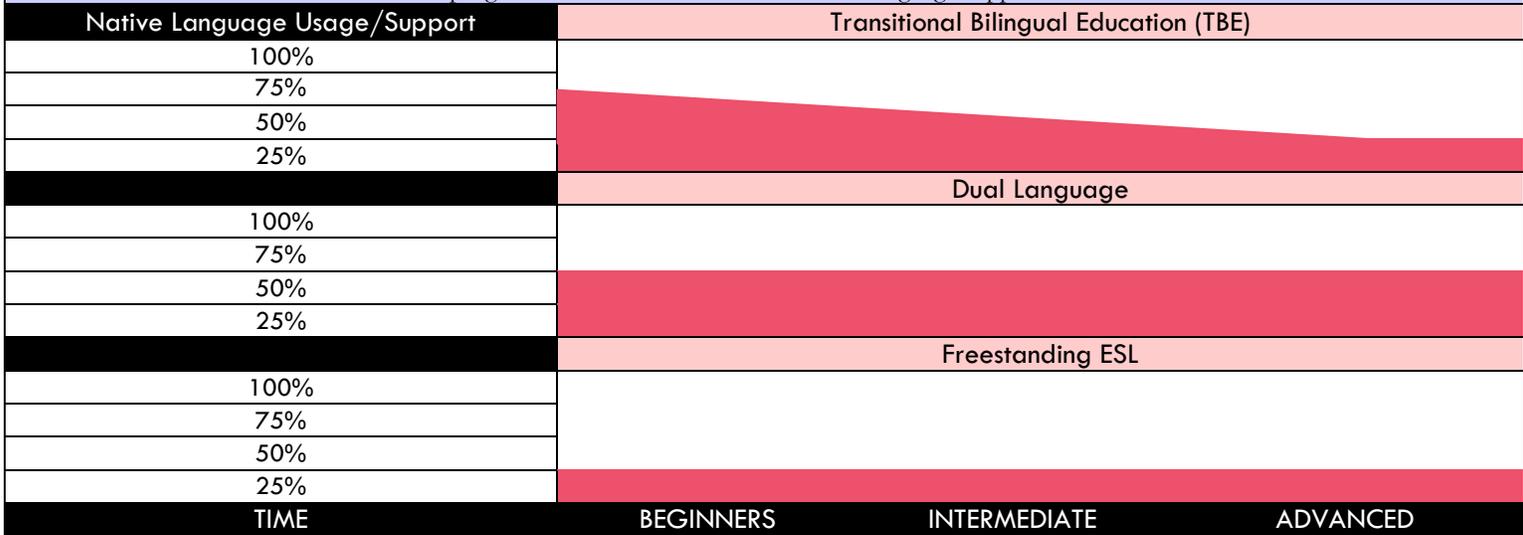
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

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

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

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

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

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

ELLs are provided with laptops in each classroom during the school day. Every classroom has a Smart Board. Every ESL classroom is equipped with a classroom leveled Library, bilingual and English dictionaries, and picture dictionaries. ELLs' ELA classes are

provided with ESL Readingmart, an online Standards-based differentiated reading and writing program. This program is aligned to the new Common Core State Standards. It is based on informational texts.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Bilingual dictionaries, bilingual glossaries, Spanish versions of content area texts, and technology resources provide home language support for ELLs in all content areas. A certified bilingual teacher and the Parent Coordinator provide support to teachers and facilitate communication with ELLs and their parents. Translations in low-incidence languages are provided through the Translation & Interpretation Unit of the DOE.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Required services support and resources correspond to ELLs' ages and grade levels.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Before school begins new entrants come in to register. The Coordinator for the ESL Department helps parents with the registration process. The certified bilingual teacher interviews parents and helps them fill out registration forms. Parents may ask any questions they have about the school and the programs offered.
18. What language electives are offered to ELLs?
We do not currently offer language Electives to ELLs.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

C. Professional Development and Support for School Staff

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

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

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

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

D. Parental Involvement

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

E. Additional Information

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

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **32K162** School Name: **The Willoughby School**

Cluster: **02** Network: **208**

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

Part A: Needs Assessment Findings

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

We utilize the following data sources:

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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