

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: CAESAR RODNEY
DBN (i.e. 01M001): 20K164
Principal: ERICA STEINBERG
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Superintendent: KARINA COSTANTINO
Network Leader: NEAL OPROMALLA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Erica Steinberg	*Principal or Designee	
Annie Gallagher	*UFT Chapter Leader or Designee	
Dianey Sanchez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Melissa Schultzel Jamieson	Member/ CSA	
Mary Ellen Connolly	Member/ UFT	
Kristi Pollock	Member/ UFT	
Hannah Krueger	Member/ UFT	
Kim Molloy	Member/ UFT	
Maria Chavez	Member/ Parent	
Mariela Gonzales	Member/ Parent	
Rosa Fernandez	Member/ Parent	
Agustina Morales	Member/ Parent	
Karla Nunez Cruz	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015 the percentage of all tested students (excluding Students with Disabilities and English Language Learners) will demonstrate a 3-5% increase in meeting and/or exceeding grade level standards in ELA as measured by the 2015 NYS ELA assessment.

Comprehensive Needs Assessment

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

After careful analysis of our school's New York City School Quality Guide, it was determined that students' performance on the 2014 ELA exam was not adequate. Only 28.8% of the students scored at a level 3 or 4.

- In grade 3, 31% of students scored a level 3 or 4. This is an 8% increase from last year.
- In grade 4, 40% of students scored a level 3 or 4. This is a 4% increase from last year.
- In grade 5, 37% of students scored a level 3 or 4. This is a 12% increase from last year.

Despite an increase from last year on every grade, our overall number of students scoring a level 3 or 4 is lower than the city average.

Instructional Strategies/Activities

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

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

1. Classroom instruction utilizing best practices and rigorous Common Core aligned curriculum
2. Small group instruction delivered based upon data analysis
3. Academic Intervention Services including SETTS and RTI
4. Afterschool programs
5. Saturday Academy
6. Professional development is being given on the following topics: Trends analysis based on Danielson Observations, Teachers College Reading and Writing Project planning and implementation, UDL, strategies for supporting various subgroups, Depth of Knowledge, Common Core Learning Standards, Instructional Shifts, Text Complexity, Academic Vocabulary and Close Reading. We also have an upper and lower grade teacher attending Instructional Leads meetings and other Network meetings.

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

1. Classroom teachers
2. All teachers
3. Academic intervention including SETTS and RTI are provided by our IEP teacher and Math teacher.
4. Selected teachers (Classroom teachers grades 3-5)
5. Selected teachers (Classroom teachers grades 3-5)
6. All teachers, administration, Staff Developers (Internal and External)

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

1. Data analysis is ongoing based on formative assessment.
2. Data analysis is ongoing based on formative assessment.
3. Data analysis occurs in cycles (3 times a year) and is used to inform student grouping, make changes to various programs and inform instructional next steps.
4. Data analysis occurs monthly and is used to inform afterschool grouping, make changes to various programs and inform instructional next steps.
5. Data is analyzed throughout the week and is used to drive instruction during Saturday Academy. Progress is also evaluated bi-weekly through formative assessment.
6. Analysis of student data, patterns and trends observed during Danielson Observations and a staff needs survey is used to inform our professional development plan.

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

1. Ongoing September through June
2. Ongoing September through June

3. Ongoing September through June
4. Ongoing and cycled – determined throughout the school year
5. March 7th through April 11th
6. Ongoing September through June

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

1. Monday extended day Professional Development time, common planning time, Professional Development days (Internal and External), resources include Teacher's College Reading and Writing Project Units of Study and texts suggested by Teachers College
2. Monday extended day Professional Development time, common planning time, Professional Development days (Internal and External), resources include Teacher's College Reading and Writing Project Units of Study and texts suggested by Teachers College
3. Monday extended day Professional Development time, common planning time, Professional Development days (Internal and External), resources include Just Words program
4. Common planning time, resources include Reading A-Z, Raz Kids, Readers Theatre
5. Common planning time, resources include test preparation materials
6. Common preps, grade meetings, faculty meetings, Monday extended day PD time, Professional Development days, Network support, Teacher's College Staff Developers, CITE Staff developer, attendance at Teacher's College Workshops, Teacher's College Coach PD days, Teacher's College Principal days and Danielson Workshops

Strategies to Increase Parental Involvement

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

- We provide written (3 times per year in addition to report cards) and verbal progress reports that are periodically given to keep parents informed of their children's progress
- We develop and distribute a school newsletter or web publication designed to keep parents informed about school activities and student progress
- We provide school folders for regular written communication between teacher and home in a format, and to the extent practicable in the languages that parents can understand
- We provide materials and training to help parents work with their children to improve their achievement level
- We conduct parent workshops with topics that 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
- We have established a Parent Resource Center/Area and lending library including instructional materials for parents

Budget and Resource Alignment

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

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

Contract for Excellence, ARRA RTTT

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015 the percentage of all tested students (excluding Students with Disabilities and English Language Learners) will demonstrate a 3-5% increase in meeting and/or exceeding grade level standards in Math as measured by the 2015 NYS Math assessment.

Comprehensive Needs Assessment

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

After careful analysis of our school's New York City Progress Report data, it was determined that students' performance on the 2014 Math exam was not adequate. Only 47.2% of the students scored at a level 3 or 4.

- In grade 3, 24% of students scored a level 3 or 4. This is a 9% increase from last year.
- In grade 4, 15% of students scored a level 3 or 4. This is an 8% decrease from last year.
- In grade 5, 25% of students scored a level 3 or 4. This is a 5% increase from last year.

Based on this data we have identified grade 4 as a focus area. Despite increases in grades 3 and 5, we have determined that students' Math performance is still an area of need.

Instructional Strategies/Activities

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

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

1. Classroom instruction utilizing best practices and rigorous Common Core aligned curriculum
2. Small group instruction delivered based upon data analysis
3. Academic Intervention Services including small group AIS Math periods and Math push-in periods
4. Afterschool programs
5. Professional development is being given on the following topics: Trends analysis based on Danielson Observations, Go Math! planning and implementation, UDL, strategies for supporting various subgroups, Depth of Knowledge, Common Core Learning Standards, Instructional Shifts and Academic Vocabulary. We also have an upper and lower grade teacher attending Instructional Leads meetings and other Network meetings.

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

1. Classroom teachers
2. All teachers
3. All teachers, Math teacher provides small group Academic Intervention Services
4. Selected teachers (Match cluster teacher, Classroom teachers grades 3-5)
5. All teachers, administration, Staff Developers (Internal and External)

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

1. Data analysis is ongoing based on formative assessment.
2. Data analysis is ongoing based on formative assessment.
3. Data analysis occurs in cycles (3 times a year) and is used to inform student grouping, make changes to various programs and inform instructional next steps.
4. Data analysis occurs monthly and is used to inform afterschool grouping, make changes to various programs and inform instructional next steps.
5. Analysis of student data patterns and trends observed during Danielson Observations and a staff needs survey is used to inform our professional development plan.

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

1. Ongoing September through June
2. Ongoing September through June
3. Ongoing September through June
4. Ongoing and cycled – determined throughout the school year
5. Ongoing September through June

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

1. Monday extended day Professional Development time, common planning time, Professional Development days (Internal and External), Go Math! curriculum and online components
2. Monday extended day Professional Development time, common planning time, Professional Development days (Internal and External), Go Math! curriculum and online components
3. Monday extended day Professional Development time, common planning time, Professional Development days (Internal and External), Go Math! curriculum and online components
4. Common planning time, resources include Go Math! Curriculum, online components and test preparation materials
5. Common preps, grade meetings, faculty meetings, Monday extended day Professional Development time, Professional Development days, Network support

Strategies to Increase Parental Involvement

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

- We provide written (3 times per year in addition to report cards) and verbal progress reports that are periodically given to keep parents informed of their children's progress
- We develop and distribute a school newsletter or web publication designed to keep parents informed about school activities and student progress
- We provide school folders for regular written communication between teacher and home in a format, and to the extent practicable in the languages that parents can understand
- We provide materials and training to help parents work with their children to improve their achievement level
- We conduct parent workshops with topics that 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
- We have established a Parent Resource Center/Area and lending library including instructional materials for parents

Budget and Resource Alignment

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

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

Contract for Excellence, ARRA RTTT

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015 the percentage of all tested students in grades 4 and 5 who have been identified as students with disabilities and/or English Language Learners (inclusive of the lowest performing third) will demonstrate a 3-5% increase earning a Median Adjusted Growth Percentile of 75 or higher in both ELA and Math as measured by progress achieved on the NYS ELA exam.

Comprehensive Needs Assessment

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

After careful analysis of our school's NYS ELA data, the following was determined:

- Students with Disabilities and English Language Learners' performance on the 2014 ELA and Math exam was not adequate.
- Only 40% of students with IEPs scored 75 or higher in their Median Adjusted Growth Percentile. This is a 22.5% decrease from last year.
- 48.6% of English Language Learners scored 75 or higher in their Median Adjusted Growth Percentile. This is a 2.6% decrease from last year.

Instructional Strategies/Activities

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

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

1. Classroom instruction utilizing best practices and rigorous Common Core aligned curriculum
2. Small group instruction delivered based upon data analysis
3. Academic Intervention Services including SETTS, RTI and Math push-in support
4. Afterschool programs
5. Saturday Academy
6. Professional development is being given on the following topics: Trends analysis based on Danielson Observations, Teachers College Reading and Writing Project planning and implementation, UDL, strategies for supporting various subgroups, DOK, CCLS, Instructional Shifts, Text Complexity, Academic Vocabulary and Close Reading. We also have an upper and lower grade teacher attending Instructional Leads meetings and other Network meetings

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

1. Classroom teachers
2. All teachers
3. Academic interventions including SETTS and RTI are provided by IEP teacher and Math teacher.
4. Selected teachers (Math cluster teacher, Classroom teachers grades 3-5)
5. Selected teachers (Classroom teachers grades 3-5)
6. All teachers, administrators, Staff Developers (Internal and External)

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

1. Data analysis is ongoing based on formative assessment.
2. Data analysis is ongoing based on formative assessment.
3. Data analysis occurs in cycles (3 times a year) and is used to inform student grouping, make changes to various programs and inform instructional next steps.
4. Data analysis occurs monthly and is used to inform afterschool grouping, make changes to various programs and inform instructional next steps.
5. Data is analyzed throughout the week and is used to drive instruction during Saturday Academy. Progress is also evaluated bi-weekly through formative assessment.
6. Analysis of student data, patterns and trends observed during Danielson Observations and a staff needs survey is used to inform our professional development plan.

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

1. Ongoing September through June

2. Ongoing September through June
3. Ongoing September through June
4. Ongoing and cycled – determined throughout the school year
5. March 7th through April 11th
6. Ongoing September through June

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

1. Monday extended day Professional Development time, common planning time, Professional Development days (Internal and External), resources include Teachers College Reading and Writing Project Units of Study and texts suggested by Teachers College
2. Monday extended day Professional Development time, common planning time, Professional Development days (Internal and External), resources include Teachers College Reading and Writing Project Units of Study and texts suggested by Teachers College
3. Monday extended day Professional Development time, common planning time, Professional Development days (Internal and External), resources include Just Words program
4. Common planning time, resources include Reading A-Z, Raz Kids, Readers Theatre
5. Common planning time, resources include test preparation materials
6. Common preps, grade meetings, faculty meetings, Monday extended day PD time, Professional Development days, Network support, Teacher’s College Staff Developers, CITE Staff Developer, attendance at Teacher’s College Workshops, Teacher’s College Coach PD days, Teacher’s College Principal days and Danielson Workshops

Strategies to Increase Parental Involvement

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

- We provide written (3 times per year in addition to report cards) and verbal progress reports that are periodically given to keep parents informed of their children’s progress
- We develop and distribute a school newsletter or web publication designed to keep parents informed about school activities and student progress
- We provide school folders for regular written communication between teacher and home in a format, and to the extent practicable in the languages that parents can understand
- We provide materials and training to help parents work with their children to improve their achievement level
- We conduct parent workshops with topics that 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
- We have established a Parent Resource Center/Area and lending library including instructional materials for parents

Budget and Resource Alignment

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

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

Contract for Excellence, ARRA RTTT

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>Students at risk for ELA will be instructed utilizing the following programs/strategies: re-teach of the mini lesson, guided reading, strategy lessons, Wilson/Fundations support, Level Literacy Intervention</p> <p>At-risk instruction (Level 1 and 2 students) or enrichment instruction (Level 3 and 4). Programs include additional literacy support, small groups, and guided groups.</p>	<p>Staff will deliver the instruction through flexible, small groups and one-to-one support.</p> <p>Staff will deliver the instruction through flexible, small groups and one-to-one support.</p>	<p>During the school day</p> <p>Afterschool and Saturdays</p>
Mathematics	<p>Students at risk for Math will be instructed utilizing the following programs/strategies: re-teach of the mini lesson, remedial strategy work, automaticity with math facts, and <i>Go Math</i> program which includes an RTI component and an enrichment piece.</p> <p>All students in grades 3-5 may attend after school and Saturday school programs for at-risk instruction (Level 1 and 2 students) or enrichment instruction (Level 3 and 4).</p> <p>Math cluster teacher supports all grades in push-in program to allow for small groups and targeted instruction.</p>	<p>Staff will deliver the instruction through flexible, small groups and one-to-one support.</p> <p>Staff will deliver the instruction through flexible, small groups and one-to-one support.</p>	<p>During the school day</p> <p>Afterschool and Saturdays</p>
Science	<p>Students will receive support in science by engaging students in grade appropriate reading of targeted non-fiction science texts through shared, close reading, guided and independent reading</p>	<p>Staff will deliver the instruction through flexible, small groups and one-to-one support.</p>	<p>After school</p>
Social Studies	<p>Students will receive support in social</p>	<p>Staff will deliver the instruction through</p>	<p>During school</p>

	<p>studies by engaging students in grade appropriate reading of targeted non-fiction social studies texts through shared, close reading, guided and independent reading.</p>	<p>flexible, small groups and one-to-one support.</p>	
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>At-risk guidance service supports students in need and provides whole class support. Other types of counseling supports are pulling out/pushing in to support students that are struggling due to either academic or social issues. This service is provided to specific students identified by our PPT Team in conjunction with the parent. Identified students are pulled out to work one on one or in a group with the guidance counselor, psychologist or social worker.</p>	<p>One to one/Small group</p>	<p>During school</p>

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All staff at P.S. 164 is highly qualified. To encourage professional growth and retain teachers, P.S. 164 provides ongoing professional development to teachers based on professional goals, interests, needs assessment, and current trends. Professional development is provided by, but not limited to, school-based administration, school-based instructional leads, Teachers College, CFN 409, CITE staff developer, and other contracted providers. Teaching assignments are determined by Principal based on instructional needs of students and with consideration of teacher preference.

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).
In September teachers completed a Professional Development Survey indicating their greatest areas of interest and need. Every Monday afternoon we will provide opportunities for professional development on the following topics: Teachers College curriculum and implementations, Go Math! Curriculum and implementation, UDL, Informative Assessment, technology, parent involvement, Foundations, Just Words, Teacher Effectiveness, Integrated Co-Teaching, academic vocabulary, close reading, best practices for students with disabilities and English language learners, assessments, analyzing data, best practices for engaging SWDs & ELLs, text complexity, Music instruction, vocabulary acquisition, counseling, RTI, strategies for supporting various subgroups, Depth of Knowledge, Common Core Learning Standards and Instructional Shifts.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds that are set aside for Students in Temporary Housing are used to support student's specific needs. Funds are used to support education and for purchasing clothing, school supplies, back packs, and to fund school trips.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Parents and children are invited to an Open House where Prekindergarten teachers introduce elementary school expectations and curriculum. Letters are sent over the summer to parents welcoming parents to the school community. The letters also ask parents to begin preparing their children for the separation process. The Parent Coordinator and Prekindergarten Social Worker host monthly parent meetings and workshops for all Prekindergarten parents.

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.
We have formed a MOSL committee that has met and agreed upon assessments to be administered this year. Grade level meetings are opportunities where assessment measures and growth of students are discussed. Data Team meetings are held regularly to analyze assessment data and decisions are made to drive instruction. We have also formed a Professional Development committee that meets monthly to discuss weekly professional development opportunities for staff. The committee reviewed all surveys and prioritized based on the needs of the school.

TA Schools Only

Use of Program Resources

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

N/A

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).

N/A

Primary School 164
4211 14th Avenue
Brooklyn, NY 11219
Phone: (718) 854-4100 Fax: (718) 853-9306
New York City Public Schools

Erica Steinberg
Principal, IA

Melissa Jamieson
Assistant Principal

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, P.S.164, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

P.S.164's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

P.S.164 will further encourage school-level parental involvement by:

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

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

P.S.164, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- providing written (3 times per year in addition to report cards) and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- 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 school folders for regular written communication between teacher and home in a format, and to the extent practicable in the languages that parents can understand;
- providing materials and training to help parents work with their children to improve their achievement level;
- 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;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- conducting parent workshops with topics that 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
- establishing a Parent Resource Center/Area and lending library including instructional materials for parents

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., Tuesday Parent Engagement time as per the UFT Contract, Parent-Teacher Conferences, Family Fun Nights, Garden Festival
-

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 20K164

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	\$433,628.91	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$121,720.00	X	See action plan
Title III, Part A	Federal	\$12,476.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,765,894.00	X	See action plan

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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 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: 20K164	DBN: 20K164
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>70</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 1
of content area teachers: 4

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: The Title III supplemental programs will consist of two afterschool programs. The first Title III program will meet from the beginning of December through the end of February for the 2014-2015 school year and the 2015-2016 school year. This afterschool program will be a family literacy program that will serve our ELL newcomers in grades K-5 and their families. This Title III afterschool program will focus on language and vocabulary development through high interest fiction and non-fiction texts paired with engaging hands-on experiences. Students will use the Language Power program from Teacher Created Materials which will be purchased with Title III funds. Language Power is a highly differentiated, thematically-based instructional resource. There is a K-2 Kit and a 3-5 Kit as well as supplemental texts that will be purchased for all students in the Title III program. This program will meet once a week for 10 weeks at 1.5 hour sessions. Two teachers and a bilingual Chinese paraprofessional will work this program to best meet the needs of our school community. We will open the posting for this program up district wide to find a certified ESL or Bilingual teacher to co-teach this program with our Library teacher who holds a special education license and is certified in instructional technology.

The second program will consist of two classes and will serve Intermediate and Advanced ELLs in grades 2 through 5. This Title III afterschool program will meet from March 11th through May 6th this school year and continue in March through May for the 2015-2016 school year. The focus of this Title III program will be on strengthening students' speaking, listening, reading and writing to prepare for the NYSESLAT. To create an engaging program, we will purchase new Getting Ready for the NYSESLAT books from Attanasio & Associates, Inc. which includes all Phase I changes. We will also purchase English Now! A/B from Attanasio & Associates for our advanced group. English Now! A/B is a rigorous instructional program designed for language learners who are acquiring proficiency in English. The goal of English Now! is to accelerate ELLs' reading of grade level or near grade level texts to be able to read orally with fluency, ask and answer questions, and orally retell a story. The classes will meet once a week for eight weeks at 1.5 hour sessions. We will open the posting for this program up district wide to find a certified ESL or Bilingual teacher to teach one of these classes. Our SETTS and IEP teacher who holds a special education license and is certified in Wilson and holds a literacy degree will teach the second class.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: All Title III Program staff will receive training from CITE on working with English Language Learners. CFN409 Talent Coach, William Kirk will work with Title III teachers on Specific Considerations for English Language Learners. Throughout the 2014-2015 and 2015-2016 school years we will hold workshops for Title III teachers throughout the year on vocabulary acquisition, using technology to engage ELLs, differentiation, and effective methods for working with ELLs. This professional develop will directly impact and guide instruction throughout the Title III afterschool programs throughout 2016.

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: Our first Title III afterschool program was designed to engage Title III parents of P.S.164 while strengthening students' vocabulary. Two teachers, a bilingual Chinese paraprofessional and our bilingual Spanish Parent Coordinator will engage these students and their families in literacy activities. The purpose is to teach families how to help their children strengthen their reading and writing skills regardless of their native language. Our bilingual Spanish Parent Coordinator will participate as a translator and liaison to the parents. This year we will also have many Mandarin speaking families participating in this Title III afterschool program. Ms. Zhang a bilingual paraprofessional will also work during this program to translate and help these families new to our school community feel engaged and at home. This program was promoted at our School Leadership Team Meeting and Parents Association Meeting with translators. Translated invitations will be sent home with students via backpack. We will also post signs at entrances throughout the building and the librarian will post the invitation on the school's website. In addition, we will be hiring CITE to come in and host a Parent Workshop titled "Helping Your ELL Child Learn English." This workshop will focus on ways parents and guardians can help their children acquire English language skills whether they speak the language or not. IT will also provide ways that parents and guardians can enhance their own proficiency in English. This workshop is 90 minutes long and will be tailored to meet the needs of our Title III parents. Parents will receive a variety of handouts in their native language.

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. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 20	Borough Brooklyn	School Number 164
School Name PS 164		

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 Margaret Choy-Shan	Assistant Principal Melissa Jamieson
Coach n/a	Coach n/a
ESL Teacher Craig Fishbane	Guidance Counselor Patricia Mulhall
Teacher/Subject Area Liliana Crespo/Spec. Education	Parent Maria Chavez
Teacher/Subject Area Kate Culleton/Reading	Parent Coordinator Brenda Soto
Related Service Provider Ray Delgado/Psychologist	Other ESL Teacher Elena Levin
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	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	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	546	Total number of ELLs	108	ELLs as share of total student population (%)	19.78%
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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 <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Push-in	2	3	0	0	0	0								5
Pull-out	1	0	1	1	1	1								5
Total	3	3	1	1	1	1	0	10						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	108	Newcomers (ELLs receiving service 0-3 years)	92	ELL Students with Disabilities	28
SIFE	0	ELLs receiving service 4-6 years	16	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	92	0	14	16	0	13				108

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	92	0	14	16	0	13	0	0	0	108

Number of ELLs who have an alternate placement paraprofessional: 10

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	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	14	17	12	3	9	5								60
Chinese	2	7	0	0	0	2								11
Russian	0	3	1	6	1	2								13
Bengali	1	1	0	1	3	5								11
Urdu	0	1	0	0	0	0								1
Arabic	0	0	0	0	0	2								2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	4	1	3	1	1	0	0							10
TOTAL	21	30	16	11	14	16	0	108						

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)	14	5	2	3	2	4								30
Intermediate(I)	1	12	8	6	6	5								38
Advanced (A)	6	13	6	2	6	7								40
Total	21	30	16	11	14	16	0	108						

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	7	3	0	0	10
4	9	2	1	0	12
5	8	2	0	0	10
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5	0	4	0	1	0	0	0	10
4	7	0	6	0	2	0	0	0	15
5	3	0	6	0	0	0	0	0	9
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	8	0	4	0	2	0	16
8									0

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

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

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.
P.S. 164 uses a variety of assessment tools to assess the early literacy skills of our ELLs. These tools include Fontas and Pinnell and TCRWP Running Records. The data from these tests reveal that our newly arrived ELLs need support in phonics, vocabulary acquisition and decoding as well as higher-order thinking skills. By utilizing this data, we are prepared to meet the needs of these students,

providing support during the AIS period, ESL classes and the extended-day sessions as well as during the school day. As our students become more proficient in English, the data indicates that more support is required in vocabulary acquisition and higher-order thinking skills.

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

Regarding the NYSESLAT and the LAB-R, the LAP committee has been analyzing the testing data to identify significant patterns. The data revealed an increase in the number of Kindergarten children who passed the NYSESLAT. Traditionally, the kindergarten test has been the most difficult for our students. There have been many years where no more than one student had passed. Last year, eight Kindergarten students passed the NYSESLAT. This improvement can again be attributed to more rigorous classroom instruction and test preparation. We have discovered that the kinds of questions on the Reading component of the test are not typically part of the lower-grade curriculum. Students are given direct instruction in answering comprehension questions about reading passages. We are changing how we question in our lessons to prepare children and make them think at a higher level.

Another encouraging trend is the progress students are making in the upper grades. This is a strong indication of academic progress. Additionally, only 15 students in the entire school have scored at the intermediate level. Our students are making great gains in proficiency, from the beginning to advanced level. Our vocabulary-rich instruction has provided students with a base to progress quickly. We have noticed that students who attend the Pre kindergarten program tend to score higher on the LAB-R. We believe it is because they receive literacy skills, incorporating phonics which assists them on the second half of the test. The most significant occurrence last year was the impressive performance of our first graders. Out of 27 students, 11 scored at proficient and another 16 were advanced. This improvement is once again evidence that modeling, visuals and rigorous instruction leads to significant progress and proficiency. Another encouraging trend is the progress being made by students in the upper grades. Only nine of our students in grades 3-5 scored as beginners, as opposed to 21 in grades k-2. This is a strong indication of academic progress, particularly since five of those nine beginners arrived at the school just this year and three arrived last year. Our students have been consistently moving up the proficiency levels of the NYSESLAT. Additionally, nearly half of our ELLs (51 out of 108) are in grades K and one, indicating that our students are achieving increased proficiency by the time they reach the upper grades.

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

At this time, 2013 modalities are not available.

4. For each program, answer the following:

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

a. In terms of the state tests in English, Math and Science, our ELLs are struggling to meet the standards. Only one of our current fifth graders and none of our fourth-graders scored at levels three and four. In Math, only one fourth-grader and two fifth-graders scored at levels three and four. These numbers have occurred in spite of the fact that 14 of our 31 students in grades 3-5 scored at the advanced level of the NYSESLAT. These numbers reflect the more challenging standards of the Common Core. The testing data indicates that beginning students need to build listening and speaking skills as a gateway to developing reading and writing skills. Intermediate students require a higher concentration on their Reading and Writing skills, while continuing to provide instruction in oral language skills. Advanced students need to mostly concentrate on developing their Reading and Writing skills.

b. Much like the NYSESLAT results, the Period Assessments indicate that our ELLs need more instruction in academic vocabulary and higher-order reading comprehension. Following the model of staff developer Doug Ricketts, all teachers in the school will be redesigning classroom instruction for ELLs with an increased emphasis on utilizing writing to improve reading comprehension. There will be an intense focus on developing academic vocabulary and oral language skills as a gateway to these more rigorous activities. P.S. 164 has intensified instruction in the higher-order language skills students need to pass the NYSESLAT. To help ease and accelerate this process, our classroom teachers have received staff development from our ESL instructors on the methods of scaffolding instruction and providing direct vocabulary instruction to enable our English Language Learners to meaningfully participate in classroom lessons. Content-area social studies and science lessons are provided in the ESL classroom. Our math cluster will be providing targeted instruction to help ELLs acquire math vocabulary and grasp mathematical language. Unfortunately, due to budgetary issues, the school has not been able to hire extra paraprofessionals to assist in content-area teaching in native languages. We previously had Russian, Bengali and Spanish interpreters to assist our ELLs with content-area work.

c. P.S. 164 has found that the ELL Periodic Assessments reinforce our conclusions that our advanced ELLs require additional support in reading comprehension and writing and that our beginners need more assistance in oral language.

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](#).)
- The LAP team used data from state tests (including the NYSESLAT, the ELA and the New York State Mathematics Exam), city-wide periodic assessments, in-house formative assessments and portfolio assessments to determine what interventions are required for individual ELLs and what changes are required for the core program to support the learning of all ELLs. Following the framework of RTI, the school's primary focus is core instruction in the classroom. Testing data indicates a steady progression of most students from the beginning level of language acquisition to the advanced level. There has been a school-wide pattern of advanced students in the upper grades having difficulty in attaining full proficiency. Our LAP team has worked with consultants and have come to two conclusions: 1) that this is a city-wide problem, not confined to our school and 2) that a key method for addressing this challenge is intensive vocabulary instruction. Our LAP team thus determined that core instruction needed to be changed to meet the needs of our ELLs. Our faculty has undergone staff development in explicit vocabulary instruction, utilizing the approaches demonstrated in the professional text "Bringing Words to Life" (Kukan). Our LAP team has also determined that to meet the rigorous demands of the Common Core, faculty will require staff development in utilizing complex texts for English Language Learners. Staff developers from Teacher's College will be providing this training in the fall of 2013. Our ELL specialist from our network will also support us in teaching ELLs.
- Although we strive to implement a core instructional unit that meets the needs of all ELLs, there will be children who require further interventions. Following the RTI guidelines, struggling students are evaluated through multiple assessments, both in English and in the native language. The school screens all newcomers when they are first admitted to determine the level of prior schooling and prepare to address any special learning needs. The LAP team meets as needed to evaluate the needs of any struggling English Language Learner. Support services may include: bilingual instructional support by a licensed paraprofessional, phonics and decoding classes with the SETSS teacher in the Wilson Program, targeted small-group AIS instruction in math or literary during the daily AIS block or the twice-weekly extended day period and guidance counseling. For students who are not responsive to these Tier 2 and Tier 3 interventions, the LAP team will then determine if the child should be referred and evaluated for appropriate services.
6. How do you make sure that a child's second language development is considered in instructional decisions?
- Classroom teachers confer with the ESL teachers at the beginning of the school year to discuss the ability levels of their ELLs. ELLs are grouped according to ability for guided Reading, Math and content-area lessons. These students are provided instructional scaffolds, including the pre-teaching of new vocabulary for content-area lessons. Classroom teachers and the ESL teachers collaborate to prepare ELLs for grade-level tasks
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?
- N/A
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 ESL and ELL programs through standardized testing, portfolio assessment and teacher observations. As measured by the NYSESLAT, we realize there is room for improvement. Although the vast majority of our ELLs have improved by at least one proficiency level in 2013, there are 17 students who remain at the same level. The data indicates that these students have been struggling with reading comprehension. These struggles are highlighted in the ELA scores, where only one ELL scored above level 2. Similarly, only three ELLs reached proficiency in math. Our in-house evaluations (along with the latest research) indicate that the greatest problem for our ELLs is in the content area of academic language. Our students--while learning a new language--must also utilize that language to comprehend a challenging curriculum. To help accelerate this process, our classroom teachers have received staff development from our ESL instructors on the methods of scaffolding instruction and providing direct vocabulary instruction to enable our English Language Learners to meaningfully participate in classroom lessons. Content-area social studies and science lessons are provided in the ESL classroom. Our Math cluster will be providing targeted instruction to help ELLs acquire Math vocabulary and grasp mathematical language.

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](#).)

ELL IDENTIFICATION PROCESS

1. P.S. 164 ensures that all ELLs and potential ELLs are properly identified. This begins at registration. All parents of incoming students are given a Home Language Identification Survey (HLIS) and then given an initial interview by a licensed pedagogue. Teachers trained to administer this interview include our ESL teachers (Mr. Fishbane, Ms. Levin and Ms. Culleton). The school provides interpreters in the parent's native language to ensure that the proper information is provided about the new students. The school has onsite interpreters in Spanish (including the parent coordinator--Ms. Soto-- paraprofessionals--Ms. Toro, Ms. Berton and Ms. Haymondos--and teachers, Ms. Crespo, Ms. Guerron and Ms. Pollock), Russian (Ms. Levin.), Chinese (a paraprofessional, Ms. Zhang) and Bengali (a paraprofessional, Ms. Ruhul) If an interpreter is required in another language, the school contacts the Translation and Interpretation Unit for assistance. Both the parent and the child are interviewed to ensure that the HLIS is completed accurately. Once the home language survey is completed, the ESL coordinator, Mr. Fishbane, will then use the HLIS to make a determination, following city guidelines, whether or not a child is to be tested with the LAB-R. All students who are eligible will be tested within ten days by a licensed ESL teacher. All students who are eligible for the Spanish LAB (children who did not pass the LAB-R and have Spanish as their home language) are tested within 10 days by a licensed classroom teacher who is fluent in Spanish, including Ms. Crespo, Ms. Molloy and Ms. Pollock. For transfer students, the ESL coordinator is notified by the pupil accounting secretary every time a child is newly admitted into the school. The ESL coordinator will check these children's electronic records on ATS and, if necessary, consult with the previous school to determine that child's status. Any transfer student who needs to be tested will be tested within ten days of admission. Any transfer student who is already entitled to ESL services will participate in an appropriate program. The ESL teachers meet with the administration after the initial LAB-R testing period has concluded and present a roster of eligible students.

All ELLs take the NYSESLAT each year. The ESL and Testing Coordinators (Craig Fishbane and Kate Culleton) utilize the ATS NYSESLAT eligibility report to ensure that all entitled students are scheduled for this exam. They carefully check the ESL rosters to make sure that newly admitted students who do not yet have their LAB-R scanned onto ATS are also included on the testing roster. The ESL Coordinator collaborates with the administration to schedule the four sections of the test for each eligible student. Students are tested by licensed classroom and ESL teachers. Groups sizes for the testing vary according to IEP mandates. The number of teachers needed varies from year to year, depending on the number of ELLs. Teachers who regularly proctor the exam include Ms. Levin, Ms. Molloy, Ms. Pollock, Ms. Capetanakis, Ms. Krueger and Ms. Connolly. For kindergarten and first grade students, the school schedules one or two paraprofessionals to assist the classroom teacher in the testing room. Careful attendance records are maintained to make sure than all students receive all four sections of the test. Makeups are scheduled for children who are absent for a particular section. All NYSESLAT testing is conducted during the state mandated testing period.

At the beginning of every school year, when the NYSESLAT results are available, the ESL coordinator meets with the school administrators to determine which children will still require ESL services and which students are now considered proficient. The administrators, the ESL teachers, and the school's data inquiry team analyze trends in the NYSESLAT scoring to help determine the best approaches for assisting our ELLs during the school year. This includes grouping based on proficiency levels and academic services offered to our ELL population.

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.
To assure compliance with city, state and federal regulations, P.S. 164 offers all parents an opportunity to learn about freestanding ESL, bilingual and dual language programs at orientation sessions. These meetings are held within 10 days of a child's initial enrollment in the school. Each meeting is conducted by a licensed pedagogue trained in the procedures of student placement. These pedagogues include the school's 3 ESL teachers. At the orientation, a city-designed video explains the choices that all parents have for student placement. The teachers answer parent questions and take great care not to pressure parents into any one particular choice for their children. The presentations are translated into Spanish, Bengali, Russian and other appropriate languages for the parents in attendance. The school contacts the city's Interpretation Unit if we do not have an interpreter available onsite for a given language. The school schedules a parent orientation meeting every September to accommodate the parents of newly admitted students and kindergarteners. The meetings are scheduled within ten days of the first day of school. For students who are admitted later in the school year, the school schedules additional orientation meetings within ten days of the child's first attendance. Parents are notified of these meetings in writing in the language of preference indicated on the home language information survey. When

a bilingual program that parents have requested becomes available, parents are notified in writing in their home language. The ESL coordinator maintains a list of all parents and students waiting for a bilingual class to open. When there are 15 parents on two contiguous grades who have requested a bilingual class, the principal is notified and will begin the process of hiring a bilingual teacher and forming the new class. If there are not enough students to form a bilingual class, parents who requested one will be notified of transfer options available within the district by the ESL coordinator in writing in the parent's native language. If we do not receive a response from these parents, we do outreach by phone in the native language. If we do not have an interpreter in the school who speaks a parent's native language, we reach out to the city Translation Unit for assistance.

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

Entitlement letters are distributed to all students who are eligible for ESL/bilingual services during the first week of receiving services. These letters are given out at the beginning of the year after the initial round of LAB-R testing has been completed. For students who arrive during the school year, entitlement letters are given out after LAB-R testing is implemented. The school keeps a written record indicating when the Entitlement Letters have been sent. This record is updated during the year when new ELLs arrive and receive entitlement letters.

After LAB-R testing is finished in September, the ESL coordinator presents a list of the school's ELLs to the principal. These students include first-time admits who were tested with the LAB-R, transfer students who had previously taken the LAB-R and/or NYSESLAT and continuing students in the school who had previously taken the LAB-R and/or NYSESLAT. The ESL coordinator gathers the information from the NYSESLAT and LABR eligibility reports on ATS. The school's 3 ESL teachers hand out the entitlement letters (translated into the appropriate languages) to all eligible students during the first day of ESL classes. Parent Survey and Program Selection forms are handed out at Parent Orientation Meetings. Most surveys are completed at the end of these meetings and are returned that day. The school is vigilant in making sure these forms are returned in a timely manner, assuring parents that their children are given the program of their choice. If necessary, teachers will meet with parents after-school or make home phone calls to ensure that these forms are returned. Decisions about student placement are always made in consultation with parents. Parents are notified in writing—in their language of preference—that if they do not return a Survey and Program Selection form, their child may be placed in a bilingual class.

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.

In order to honor the choices made by parents, the school utilizes Parent Surveys and Program Selection Forms to place ELL students in either ESL or bilingual programs. During Parent Orientation workshops, our ESL teachers meet with each parent individually to discuss their child's needs. If a parent needs further opportunities for discussion, our ESL teachers and/or the principal will meet privately with parents to discuss program options. Whenever necessary, an interpreter in the native language will be provided. The ESL coordinator gathers the Program Selection forms to determine which programs will be required for the school year. If 15 or more parents of students within two contiguous grades request a bilingual class in a given language, the ESL coordinator informs the principal that a bilingual class needs to be formed. The principal will then begin the process of hiring a licensed bilingual teacher and form the new class. If some parents request a bilingual class but there are not enough students to form one in the school, the ESL coordinator will provide a list of schools in the district that do have bilingual classes in the appropriate grade and language. For all students whose parents do not specify they want a bilingual program, ESL is the program which is provided. All students who are not placed in a bilingual class will be served by an ESL program. All newly enrolled ELLs receive placement letters, informing parents whether their children were placed in an ESL or bilingual program. All continuing ELLs receive continued entitlement letters, informing parents that they will continue to receive ESL or bilingual services during the school year. The ESL coordinator keeps ongoing records to indicate that both placement and entitlement letters have been sent out.

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.

All ELLs take the NYSESLAT each year. The ESL coordinator confirms the list of eligible students by checking both the school ESL rosters and the NYSESLAT Eligibility Roster on ATS. The ESL coordinator collaborates with the principal to design a testing schedule that is organized around appropriate grade-bands and testing modifications indicated on student IEPs. The ESL coordinator and Testing Coordinator hold a meeting with all proctors and are familiar with City and State testing guidelines in order to ensure that all security procedures are followed. All four components of the NYSESLAT are administered within the timeframe established by

the city.

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. [①](#)
Currently, all of our English Language Learners are participating in a freestanding ESL program. Parents have been overwhelmingly requesting an English as a Second Language program. This program has been a long-standing trend over the years at P.S. 164. For the last three years, no more than 9 parents have requested a bilingual program. When parents do request a bilingual program, the school provides them with information about which schools in the district offers bilingual classes in their native language.

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])?

The ESL program in P.S. 164 is taught by three licensed instructors. It features a blended model of instruction, incorporating both pull-outs and push-ins. A recent survey conducted by our School Empowerment Network has indicated that there is no correlation between a particular program model and the results on the NYSESLAT. Therefore, we tailor our program to best meet the needs of our students. Our ESL teachers pull students out of the classroom to provide small group instruction. Our ESL teachers push-in to provide additional support in the classroom. Our pull-outs are homogenous so that instruction can be tailored to meet each child's individual needs. Our push-ins are more heterogeneous, with the ESL teacher using a variety of approaches to help different students succeed in their classroom environment. We have an ungraded homogenous pull-out group for our beginning students in grades 3-5, providing these students with the strong support they will need to acquire English Language skills. The school utilizes its three licensed ESL instructors to ensure that all students are provided with the appropriate amount of service. Advanced students receive 180 minutes of explicit ESL instruction each week. Beginning and intermediate students receive 360 minutes of explicit ESL instruction each week. The principal and ESL coordinator meet in September to ensure that all ELLs are scheduled for the appropriate amount of service.

In addition to daily ESL classes, our English Language Learners receive specialized instruction in the classroom. Our classroom teachers receive regular staff development on incorporating ESL principles and practices in the classroom. Students who are not making sufficient progress will receive additional Academic Intervention Services (AIS) during a daily 30-minute instructional block. AIS services allow our ESL students to receive additional small-group instruction in essential reading components such as phonemic awareness, letter recognition, and writing.

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)?

Newcomers to P.S. 164 receive the services they require to meet their academic needs. Students who score at the beginning and intermediate levels of the LAB-R receive 360 minutes of weekly ESL instruction, in addition to 180 minutes of weekly English Languages Arts instruction. Students who score at the advanced level receive 180 minutes of weekly ESL instruction, in addition to 180 minutes of weekly ELA instruction. The daily schedule of P.S. 164 consists of a 30-minute Academic Intervention Service period, where small-group instruction is provided for children with special academic needs. This period further enables our newcomers to build their vocabulary and develop the letter-recognition and phonics skills necessary for English-language decoding and comprehension. If necessary, our literacy and math support teachers will provide additional small-group interventions. P.S. 164 also has an extended day program, providing 50 minutes of additional instruction on Mondays and Tuesdays of each week. All newly arrived ELLs will be invited to participate in this program, where they are given additional opportunities to develop both their English skills and their skills in other academic areas. Presently there is no Native Language Instruction at PS 164. Bilingual paraprofessionals do assist students in Spanish, Bengali and Chinese. English language learners receive push in or pull out services according to the needs of the students and the instructional periods available.

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.

P.S. 164 has a variety of targeting intervention programs to meet in the needs of ELLs, both in ELA and in the content areas. Our school maintains an intense focus on content-area ESL lessons. Our ESL teachers incorporate Social Studies and Science themes into their study units, combining language learning with content-area instruction. Our science and social studies cluster teachers will use ESL techniques and hands-on learning to introduce new concepts to English Language learners. Our math cluster provides small-group support to ELLs to enhance the acquisition of math vocabulary and concepts. Classroom teachers provide content-area instruction with the awareness that, for ESL students, two lessons are being learned at once: a set of new concepts and a set of new words and phrases to describe the concepts. ESL students will have opportunities to practice the acquisition of new vocabulary of these academic subjects. In addition to their regularly scheduled ESL classes, ELLs receive small-group instruction during a daily AIS block. During this 30-minute block, which takes place during the school day, students will receive small-group or one-on-one instruction in areas of their greatest need. For beginning students, this may involve additional vocabulary practice or learning English phonics and decoding. For intermediate or advanced students, this may involve reinforcing content-area learning in Science, Social Studies or Math, especially the specialized vocabulary and grammar of these content areas. During the 50-minute extended day (on Mondays and Tuesdays), ELLs also receive small-group instruction that targets literacy and math skills. Content-area Social Studies and Science instruction are provided during the ESL period by ESL teachers. The school's Social Studies and Science teachers provide additional support, scaffolding instruction with vocabulary lessons and hands-on activities. Our teachers have attended professional development workshops to better incorporate the latest research on vocabulary acquisition and the direction instruction of language (Beck, McKeown, Kucan, 2002) into their teaching. All four modalities of language—listening, speaking, reading and writing—are incorporated in ESL lessons. Our classroom and ESL teachers implement the six types of scaffolding in Walqui's model (2003): modeling, bridging, contextualization, schema building, text re-presentation, metacognition.

The ESL program of P.S. 164 embodies the conceptual understanding of challenging content and well-developed learning strategies that will prepare ELLs to think critically, solve problems and communicate in the language of instruction. Our students demonstrate their academic rigor in the following ways:

- Making connections to texts, learning experiences and prior knowledge
- Using academic discourse and language in discussions, group work, conferences and written presentations.
- Comprehending and explaining the multiple meanings of vocabulary
- Collecting, organizing and analyzing data for an assignment
- Planning and self-monitoring multi-step performance tasks

- Describing self-learning
- Revising plans and products based on new learning

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

In order to ensure that all ELLs are appropriately evaluated in their native language, our school's testing coordinator meets with the ESL coordinator in November to determine which children would benefit from standardized testing in the native language. Both coordinators will meet with students in grades 3-5 to jointly decide if these children would benefit from a translated test and/or testing with an interpreter. Factors determining this decision include: the child's proficiency in native language literacy, years of schooling in the native country and the child's knowledge of content-area terms in the native language. If it is determined that a child will benefit from a translated test, the classroom teacher will be provided with the materials (glossary, native language texts) that will help the child prepare for this testing. All Spanish-speaking ELLs are given the Spanish LAB within ten days of their entry to the school system. The ESL coordinator determines which children require this test and a Spanish-fluent pedagogue (including the teachers Ms. Pollock, Ms. Guerron and Ms. Crespo) will administer the examination.

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

Student listening, reading and writing skills are evaluated through Period Assessments during the school year, as well as teacher-designed assessments in both the classroom and the ESL class. Oral skills are assessed in the ESL classroom through a teacher-designed checklist.

6. How do you differentiate instruction for ELL subgroups?

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

a. In P.S. 164, we have had only one student identified as SIFE in recent years. Nonetheless, since SIFE students are children in greatest need, we are well prepared to meet the needs of these students. First, these children will receive 360 minutes of weekly ESL services. Second, they will receive daily Academic Intervention Services in both Reading and Math (if necessary). Third, SIFE students will participate in our extended day program, which provides 50 minutes of additional academic instruction in a small-group environment two days a week. If necessary, our SETSS teacher will provide at-risk literacy intervention, utilizing the Wilson program and others. In addition, these students will be invited to all after school programs and other extra curricular activities. The administration will focus on these students during one to one conversations with teachers and offer instructional strategies to meet the needs of these specific children. The teacher will be offered additional support by the literacy coach and/or the ESL Coordinator. This support may include: suggested texts for literacy or the content areas, strategies for vocabulary enhancement and coaching sessions.

b. The newcomers to P.S. 164 receive the services they require to meet their academic needs. Students who score at the beginning and intermediate levels of the LAB-R receive 360 minutes of weekly ESL instruction, in addition to 180 minutes of weekly English Languages Arts instruction. Students who score at the advanced level receive 180 minutes of weekly ESL instruction, in addition to 180 minutes of weekly ELA instruction. The daily schedule of P.S. 164 consists of a 30-minute Academic Intervention Service period, where small-group instruction is provided for children with special academic needs. This period further enables our newcomers to build their vocabulary and develop the letter-recognition and phonics skills necessary for English-language decoding and comprehension. If necessary, our literacy teacher/AIS teacher provides additional small-group interventions. P.S. 164 also has an extended day program, providing 50 minutes of additional instruction on Monday and Tuesday each week. All newly arrived ELLs are invited to participate in this program, where they will be given additional opportunities to develop both their English skills and their skills in other academic areas. Our staff is committed to meeting the emotional needs of newly arrived students. We strive to create a multicultural community where all students feel welcome and ready to learn. For children who are experiencing difficulty in adapting to a new culture, our guidance counselor and school assessment team offer counseling sessions and other appropriate interventions. We make every effort to involve the parents of newly arrived ELLs in the school community. Parent orientation sessions provide parents with detailed information on citywide ESL and bilingual programs. We translate all key notices into the home language and make translators available for parent-teacher conferences. Our Parent Coordinator is always available to assist parents of newly arrived ELLs, offering information and advice on matters pertaining to both the school community and the broader community outside.

Our instructional plan for newcomers is designed to help children meet the state ELA standards, as measured by the NYS test. In order to rapidly build a rich background in English literacy, we offer the kind of structured, explicit vocabulary instruction demonstrated in the book "Bringing Words to Life" (Beck, McKeown and Kukan). Newcomers are explicitly taught higher order thinking skills—summarization, sequencing, character analysis and finding the main idea—in a manner that is appropriate to their proficiency level.

c. Our students who require service from 4 to 6 years are children who require additional help in reading and writing. Our NYSESLAT scores indicate that these children are quite proficient in listening and speaking, but have difficulty with reading comprehension

and essay writing. Therefore, our ESL instruction targets these areas. A key aspect of instruction is vocabulary acquisition. We offer the kind of structured, explicit vocabulary instruction demonstrated in the book "Bringing Words to Life" (Beck, McKeown and Kukan). In addition, we focus on reading skills such as summarization, sequencing, character analysis and finding the main idea—high order thinking skills that will enable these children to use the English language as a tool for thinking and deep understanding. Writing instruction encourages students to demonstrate rich, ordered, complex thinking--progressing from sentences to paragraphs to essays. During the school's Academic Intervention Service (AIS) period, students receive small-group instruction to help them build reading-comprehension skills. If necessary, our literacy and math coaches provide additional small-group interventions. During the 50-minute extended day periods on Monday and Tuesday, an ESL teacher pushes into a fifth-grade classroom, collaborating with the classroom teacher to develop more effective approach to teaching guided reading to advanced and intermediate ELLs. The school will build on the results of this action research to improve instruction for ELLs across the school. Many experts and officials have conceded that one of the most challenging leaps in English Language Learning is for intermediate and advanced students in upper grade classrooms to succeed in grade-level literacy lessons. P.S. 164 hopes to be in the forefront of schools attempting to bridge this gap.

d. Our long-term ELLs have generally fallen into two groups: students who need to improve their reading skills and children who have special needs. For the first group, our focus is to improve reading skills, both during mandated ESL periods and in the classroom. We offer push-in ESL services, when possible, to enable students to receive instructional support during classroom literacy activities. Our long-term ELLs receive instruction that focuses on building higher-order reading skills. During the school's Academic Intervention Service (AIS) period, these students receive small-group instruction to help them build reading-comprehension skills. If necessary, our literacy and math coaches provide additional small-group interventions. P.S. 164 also features an extended day program, offering 50 minutes of additional instruction on Monday and Tuesday each week. All long-term ELLs will be required to participate in this program, where they will be given additional opportunities to develop their English literacy skills.

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?

For students with special needs, our school follows the mandates of each child's IEP. Our ELL-SWDs come with a great variety of needs and we modify our instruction accordingly. To meet the language needs of these children, ESL services are provided according to state mandates (360 minutes for beginning and intermediate students; 180 minutes for advanced students). In the classroom, vocabulary-rich scaffolded instruction is designed to both enrich language learning and enhance understanding in the content areas. Materials include Words Their Way, Foundations and Sundance Comprehension Strategy Kits for upper grades. Our ELLs and Students with Disabilities build phonics skills on the Starfall website and build comprehension skills on the Raz Kids website.

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?

Our school has a flexible approach to meeting the needs of our ELL-SWDs. In grade K/1 bridge self-contained class, an ESL teacher pushes-in and collaborates with the classroom teacher to modify the curriculum to provide language-rich enhancement for math lessons. In the upper grades, special education students are pulled out to be mainstreamed with other ELLs who are at the same proficiency level. These children are provided with scaffolded writing instruction to enable them to match their mainstream peers in clear, organized writing. During the school's AIS period, ELL-SWDs receive small-group instruction to help them build reading-comprehension skills. P.S. 164 also has an extended day program, offering 50 minutes of additional instruction in math and literacy on Monday and Tuesday each week. Criteria to place ELL-SED in and Integrated Coteaching class is determined by the outcome of an evaluation. If it is agreed that the student be placed in an ICT class, that is done. If the student needs and alternate placement paraprofessional, one is provided in the child's native language. If a child needs bilingual services and a bilingual program is available in the student's native language, then the student receives those services.

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:			

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

Math:				
Science:				

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

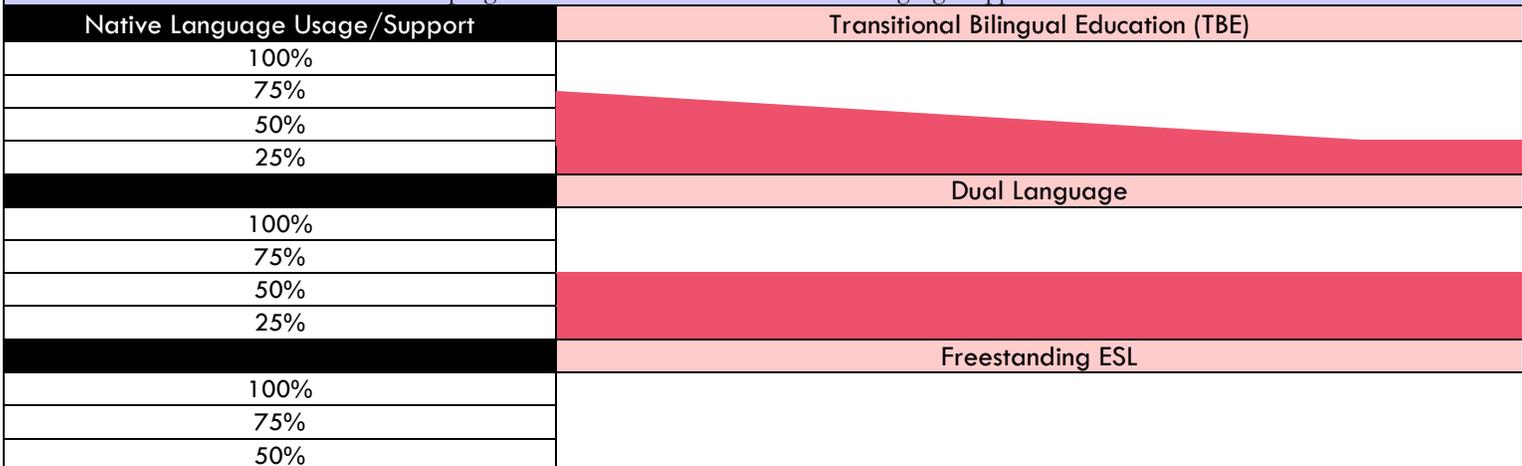
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.
- P.S. 164 has a variety of targeting intervention programs to meet in the needs of ELLs, both in ELA and in the content areas. Our school maintains an intense focus on content-area ESL lessons. Our ESL teachers incorporate Social Studies and Science themes into their study units, combining language learning with content-area instruction. Our Science and Social studies cluster teachers will use ESL techniques and hands-on learning to better introduce new concepts to English Language learners. Our Math cluster provides small-group support to ELLs to enhance the acquisition of math vocabulary and concepts. Classroom teachers provide content-area instruction with the awareness that, for ESL students, two lessons are being learned simultaneously: a set of new concepts and a set of new words and phrases to describe the concepts. ESL students will get opportunities to practice the new vocabulary of these academic subjects.
- In addition to their regularly scheduled ESL classes, ELLs receive small-group instruction during a daily AIS block. During this 30-minute block, which takes place during the regular school day, students will receive small-group or one-on-one instruction in areas of their greatest need. For beginning students, this may involve additional vocabulary practice or learning English phonics and decoding. For intermediate or advanced students, this may involve reinforcing content-area learning in science, social studies or math, especially the specialized vocabulary and grammar of these content areas.
- During the 50-minute extended day (on Mondays and Tuesdays), ELLs also receive small-group instruction that targets literacy and math skills. Content-area Social Studies and Science instruction are provided during the ESL period by ESL teachers. The school's social studies and science teachers provide additional support, scaffolding instruction with vocabulary lessons and hands-on activities.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We evaluate the success of our ESL and ELL programs through standardized testing, portfolio assessment and teacher observations. As measured by the NYSESLAT, we judge our program as effective but with room for improvement. Although the vast majority of our ELLs have improved by at least one proficiency level in 2013, there are 17 students who remain at the same level. The data indicates that these students have been struggling with reading comprehension. These struggles are highlighted in the ELA scores, where only one ELL scored above level 2. Similarly, only three ELLs reached proficiency in math. Our in-house evaluations (along with the latest research) indicate that the greatest problem for our ELLs in the content area is academic language. Our students--while trying to acquire a new language--must utilize that language to comprehend a challenging curriculum. To help ease and accelerate this process, our classroom teachers have received staff development from our ESL instructors on the methods of scaffolding instruction and providing direct vocabulary instruction to enable our English Language Learners to meaningfully participate in classroom lessons. Content-area Social Studies and Science lessons are provided in the ESL classroom. Our math cluster will be providing targeted instruction to help ELLs acquire math vocabulary and grasp mathematical language.
11. What new programs or improvements will be considered for the upcoming school year?
- P.S. 164 will continue to focus on the Reading and Writing program for ELLs in the classroom. Following the professional development of Douglas Ricketts, classroom and cluster teachers will focus on intensifying through areas of ELL learning to improve student writing skills: vocabulary, comprehension and oral language. The initial step will be to enhance the rate of vocabulary acquisition through synonym charts, explicit grammar instruction, and extensive pre-teaching of vocabulary and concepts for grade-level projects--with classroom and cluster teachers working in collaboration with the ESL teachers. Classroom teachers will then collaborate with ESL teachers to determine what scaffolds are appropriate to enable ELLs to comprehend content area material in the classroom. Classroom teachers will also receive extensive training in modeling oral language instruction in the classroom.
12. What programs/services for ELLs will be discontinued and why?
- We will be discontinuing our extended-day ESL Math program in order to use that time to target ELLs who have struggled on the ELA and need additional support in the comprehension of grade-level complex texts in order to meet the requirements of the Common Core Standards.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs in P.S. 164 receive equal access to all school programs. Our after-school test preparation classes (Social Studies, Science, Math and ELA) are available to all children on the appropriate grades. All children make regularly scheduled visits to our Robin Hood library and our computer lab. The library offers a variety of bilingual books, in languages such as Spanish, Bengali, Arabic, Chinese and Russian. We offer NYSESLAT preparation classes for our ELLs in the winter. Last year, through funding by a grant, we offered an after-school library program for ELLs and their parents. If funding allows, we would like to continue this program. All

of our required and supplemental services correspond to our ELL's age and grade levels.

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

There is a wide variety of instructional materials to support the learning of our ELLs. Our ESL classroom has a large collection of leveled books designed to support literacy at each grade level, as well as content-area instruction in science and social studies. The school's Robin Hood library has a bilingual section with books in a variety of languages, including Spanish, Russian, Chinese, Vietnamese and Bengali. Students have access to bilingual glossaries and dictionaries. ESL students have full access to the school's computer lab and most classrooms, including the ESL room, have a Promethean Board. This piece of technology has proven to be a vital tool for language learning--enabling interactive lessons featuring video, music and text.

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

Native Language Support is provided for our ELLs by both classroom teachers and paraprofessionals. Bilingual paraprofessionals provide instructional support in the content areas in Chinese, Spanish and Bengali. Classroom teachers provide native language instructional support in Spanish and Russian.

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

All required services, support and resources correspond to ELLs' age and grade levels. ESL groups contain students of no more than three contiguous grade levels and mostly are comprised of one single grade level. In general, intermediate and advanced groups will be one grade level. Sometimes beginning groups need to contain a wider spread of student ages, depending on the enrollment of newcomers.

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.

Our school Network offers ESL classes during summer school to support newly arrived ELLs before the start of each school year. We have an afterschool program that is for ELLs to assist them in Math and Literacy.

18. What language electives are offered to ELLs?

There are no foreign language classes offered in PS 164.

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)?

N/A

C. Professional Development and Support for School Staff

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

1. We believe that rigorous, content-based ESL and ELA instruction, with an emphasis on higher-order thinking skills, is the key to improved student performance across the curriculum. All teachers in the school are seen as stakeholders in the process of helping our ELLs acquire English Language skills. The school offers regular staff development for classroom teachers, ESL teachers, administration, paraprofessionals, guidance counselors, special education teachers, the school psychologist, occupational/physical therapists, speech therapists, secretaries and parent coordinators. This staff development enables all members of the school faculty to better meet the needs of our ELLs. Professional development is provided by both our in-house ESL specialists and outside sources. For this year, we will continue to participate in workshops organized by our Children's First Network 409 and the Office of English Language Learners. The focus will be on assisting advanced students to develop the skills they need to reach proficiency on the NYSESLAT and be successful in their academics. Our in-house schedule of staff development for ESL teachers, administration and all other personnel who work with ELLs includes:

November 5--Support ELL Learning in the Classroom

Ongoing throughout the year--Opera-Based Learning to Increase All Student Achievement and Support ELL Learning in the Classroom

Attendance will be taken at these sessions. The attendance records will be kept on file in the main office.

2. ESL teachers will be meeting with Doug Ricketts throughout the school year to focus on the kinds of intensive vocabulary instruction and explicit grammar instruction that will facilitate the comprehension of complex texts.

3. Our Parent Coordinator meets with fifth-grade teachers to inform them of all procedures for children applying to Junior High School. The Parent Coordinator arranges for all key documents to be translated into appropriate languages—utilizing both our in-house translators and the city's Office of Translation and Interpretation. Parents are invited to attend a meeting with the Parent Coordinator regarding the transition to Junior High School. Interpreters will be provided for these meetings. There is ongoing professional development at weekly grade meetings with fifth grade teachers to assist teachers in meeting the needs of their ELLs who will be promoted to Junior High School. The guidance counselor will receive professional development from the Office of English Language Learners regarding the transition process. The guidance counselor then meets with fifth-grade teachers in the spring to turnkey with the staff and discuss any concerns about ELLs who will be promoted. If further support is needed, we reach out to our CFN-409 network.

4. The principal maintains a record of all ELL training sessions in her office. Training is provided by Network Staff Developers and the ESL teachers in the school. Staff received seven hours of professional development from an ESL specialist in our Network and a consultant from Center For Integrated Education. The remaining staff development sessions will be provided to the staff by the ESL teachers during faculty and grade conferences.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents are an integral part of the community at P.S. 164. During monthly Parent Association meetings, parents are invited to discuss their needs and concerns. Interpreters are provided in a variety of languages, including Spanish, Russian and Bengali. Our Parent Coordinator organizes a series of classes and workshops for our parents, including an adult ESL workshop that meets twice a week in the Family Room. The Parent Coordinator is also present at our ELL Parent Orientation Workshops to help address any needs or concerns. Parents are invited to use our newly remodeled Robin Hood library. When memoranda are sent home from the school, we utilize our in-house translators, and the city's Interpretation Unit when necessary. In addition, we have translation and interpretation services in the school for parents who need assistance in completing paperwork, such as home contact cards.
 2. P.S. 164 does not partner with any other agencies or CBOs to provide workshops or services for ELL parents.
 3. Each spring, a survey is provided by the Department of Education for parents to express their needs and concerns. Our school utilizes the results of this survey, along with ideas presented by the Parent Association, the Parent Coordinator and individual families to better meet the needs of our parents. For instance, last year the school began a monthly newsletter to keep our parents informed about our instructional curriculum. Our ESL teachers participate in this newsletter.
 4. Last year, parents of ESL students were invited to come with their children to attend weekly literacy workshops in the library. We hope to continue this program, if funding allows it. Additional workshops in the family room are designed to inform parents on how they can help their children meet the State Standards and reach proficiency on state exams. The Parent Coordinator is always available to assist parents with issues involving job training, technology, building literacy skills and citizenship status.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: **Caesar Rodney**

School DBN: **20K164**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Margaret Choy-Shan	Principal		10/24/13
Melissa Jamieson	Assistant Principal		10/24/13
Brenda Soto	Parent Coordinator		10/24/31
Craig Fishbane	ESL Teacher		10/24/13
Maria Chavez	Parent		10/24/13
Elena Levin	Teacher/Subject Area		10/24/13
Kate Culleton	Teacher/Subject Area		10/24/13
	Coach		10/24/13
	Coach		10/24/13
Patricia Mulhall	Guidance Counselor		10/24/13
Neal Opromalla	Network Leader		10/24/13
Liliana Crespo	Other <u>Teacher</u>		10/24/13
	Other _____		10/24/13
	Other _____		10/24/13
	Other _____		10/24/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 20K164 School Name: PS164

Cluster: 4 Network: 409

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.

To make certain that our information regarding interpretation and translation needs are up-to-date, questionnaires are sent out to all parents/guardians in the school each fall. These questionnaires ask parents/guardians to indicate which languages are spoken at home and which languages are preferred for all written communication from the school. In addition, the Emergency Contact Card and Part III of the Home Language Identification Survey ask the parents/guardians for this information as well. The results of these questionnaires are tabulated so the school has a record of all languages necessary for translation, both in written and oral form. Each teacher is given a breakdown of the home languages of his/her class. The principal and the pupil accounting secretary will maintain master copies of the school-wide home language breakdown. The school sends out the questionnaires to the parents/guardians of English-proficient students as well as ELLs, since an English-proficient child may still have parents/guardians who are not proficient in the English language.

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 primary languages spoken at home in P.S. 164 are: Spanish, Bengali, Uzbeki and Russian. There are also speakers of Chinese, Polish, Vietnamese, Punjabi, Portuguese, Hindi, and Arabic. Each teacher is provided with a breakdown of the home languages of his/her class. The principal and the pupil accounting secretary maintain master copies of the school-wide home language breakdown. These findings indicate which languages the school will need interpreters for during parent-teacher conferences and other parent-involvement activities at the school. In addition, these findings indicate which languages are required for written translations to facilitate communications between the home and the school. These findings were communicated through the Learning Environment Survey and the School's Progress Report. They are also discussed at the Parent Association Meetings and School Leadership Team Meetings at the beginning of the school year.

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.

The school will provide written translations for all major communications between the school and the home. We use the services of both in-house translators and the Translation and Interpretation Unit provided by the Department of Education. Our teachers and paraprofessionals provide translations in Russian, Spanish, Chinese and Bengali. Our Parent Coordinator also asks for qualified parent volunteers to provide translation services. Translations are done a few weeks in advance (whenever possible) so that all parents will receive written communication in their preferred language.

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.

The school provides oral interpreters to facilitate face-to-face communications between parents/guardians and the school community. There is a language card used by the staff in the main office to determine the oral language needs of the parents/guardians. The parent/guardian can point to the language of choice in order to receive interpretation services. Our teachers and paraprofessionals provide interpretation services in Spanish, Russian, Chinese and Bengali. For other languages, we contact the Translation and Interpretation unit for assistance. Our Parent Coordinator also asks for qualified parent volunteers to provide interpretation services.

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>.

The Parent Coordinator distributes a copy of the Parent's Bill of Rights and Responsibilities to all parents who are speakers of covered languages at the beginning of each school year (or within ten days of a child's registration in our school if that child registers after the beginning of the school year). Signs are posted in the main office in the covered languages to indicate available translation and interpretation services. In the main lobby, a large welcome sign invites the parents/guardians to communicate with the Parent Coordinator and/or District Family Advocate. The sign is translated in several languages to ensure that no parent/guardian is denied access to the administration. In the event that a parent/guardian needs to communicate in a language where no interpreter/translator is available, the school contacts the Translation and Interpretation Unit for assistance. Whenever ten percent of our students have a home language that is not covered, we will arrange for translations of the Parent's Bill of Rights and Responsibilities and other vital communications by the Translation and Interpretation Unit.