Department of Education
Carmen Fariña, Chancellor

2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (*i.e. 01M001*):	**09X163**
School Name:	**ARTHUR A. SCHOMBURG ELEMENTARY SCHOOL – P.S. 163**
Principal:	**DILSIA MARTINEZ**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Arthur A. Schomburg School Number (DBN): 09X163

School Level: Elementary Grades Served: Pre-K through Grade 5

School Address: 2075 Webster Avenue Bronx, New York 10457

Phone Number: (718) 584-3045 Fax: (718) 584-3276

School Contact Person: Dilsia Martinez Email Address: Dmartinez20@schools.nyc.gov

Principal: Dilsia Martinez

UFT Chapter Leader: Dominique Colon

Parents' Association President: Jessica Rivera

School Leadership Team Chairperson: Jacqueline Johnson

Student Representative(s): N/A

District Information

District: 09X Superintendent: Leticia Rosario-Rodriguez

Superintendent's Office Address: 450 St. Paul's Place Bronx, New York 10456

Superintendent's Email Address: LRosario2@schools.nyc.gov

Phone Number: (718) 579-7143 Fax: (718) 410-7017

Cluster and Network Information

Cluster Number: 01 Cluster Leader: Chris Grol

Network Number: 109 Network Leader: Maria Quail

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with Chancellor's Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
DILSIA MARTINEZ	*Principal or Designee	
DOMINIQUE COLON	*UFT Chapter Leader or Designee	
JESSICA RIVERA	*PA/PTA President or Designated Co-President	
JENNY PEREZ	DC 37 Representative, if applicable	
N/A	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
N/A	CBO Representative, if applicable	
GREICY SACAZA	Member/ PARENT	
SAMORY ALI-DANBUKAR	Member/ PARENT	
WALESKA ROSARIO	Member/ PARENT	
GISELLE MARTIN	Member/ PARENT	
JACQUELINE JOHNSON	Member/ TEACHER	
DAIANSA PADIN	Member/ TEACHER	
PAUL WOLTMANN	Member/ TEACHER	
	Member/	
	Member/	
	Member/	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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

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

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

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

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

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our School Community

P.S. 163 is a seven year, Pre-K through Grade 5, elementary school, located in the South Bronx, in one of the poorest congressional districts in New York City (NYC). P.S. 163 is located in the Tremont Section of the Bronx and is part of Community School District 9.

The school's current enrollment is 572 students which is well over the building's capacity. Based on the 2013-2014 School Quality Snapshot, the school's pupil ethnic demographics is 66% Hispanic, 32% Black, 1 % Asian/Pacific Islander, and 1 % White. The Hispanic population is composed of either new immigrants or first generation Americans. Approximately 80% come from homes in which languages other than English is spoken. The most predominant language spoken by our students other than English is Spanish. Thirty-nine percent (39 %) of our students are English Language Learners (ELL). 20% of our student body are students with Special Needs. The great majority of our students are from low-income families and 97% of our students are eligible for free lunch. As a result, P.S. 163 is designated as a Title I school.

P.S. 163 is composed of a main building and 4 transportable units in the school yard. The main building houses 23 of the 31 classes. There are eight (8) classrooms located in 4 transportable units in the upper school yard. Specifically, we have: Four (4) full day Kindergarten classes, five (5) first grade classes, four (4) second grade classes, four (4) third grade classes, three (3) fourth grade classes, three (3) fifth grade classes and seven (7) self-contained special education classes, across grades K-5. Additionally, this school year, we added 1 full day Pre-Kindergarten class.

Our Vision

P.S. 163 is a Caring Community of Collaborative Learners and Leaders.

Our Mission Statement

P.S. 163 is committed to fostering independent thinkers with a love of learning who have the support to reach their full potential within a nurturing, respectful, and safe environment that encourages all learners to succeed in life.

Utilizing the highest quality teaching methods, tools, and materials our highly qualified educators provide instruction and motivation for students to perform their very best. At P.S. 163 the student body is served by 56 licensed professionals including one (1) principal, two (2) assistant principals, two (2) guidance counselors, and fifty-one (51) teachers, (including two Instructional Coaches.) Additional support personnel includes: fourteen (14) paraprofessionals, five (5) school aides, one (1) secretary, and two (2) family workers.

95.3% of our teachers are Highly Qualified. Ten (10) or 18% of our teachers are in their first year of service, (11) or 9% have less than 5 years' experience, (14) or 25% have 5-10 years of experience and (21) or 38% have more than 10 years' experience.

School Strengths, Accomplishments and Challenges

Strengths:

While P.S. 163 has been identified as a Focus school for the 2014-2015 school year, by the New York State Education Department (NYSED), our current school accountability status for the 2013-2014 indicates that we are in good standing for having met the targeted Annual Measurable Objectives in 2013-2014.

A review of the 2013-2014 School Quality Snapshot and School Quality Guides demonstrates that in the areas of Student Progress P.S. 163 exceeded the target for Student Progress. Specifically, P.S. 163 demonstrated good improvement on the State English test for all students and excellent improvement on the State English test for the students performing at the lowest third. On the State Math test, the data for 2013-2014 reveals that our students made fair improvement on the exam, while the Lowest Performing Students achieved good progress.

Accomplishments:
During the past two school years, P.S. 163 has made significant progress with the English Language Learner (ELL) subgroup. In 2012-2013 and again in 2013-2014, P.S. 163 met both Annual Measurable Achievement Objectives (AMAO) 1 & 2. Using the AMAO Tool provided by the Department of English Language Learners and Student Support, we have determined that our rate last year for AMAO 1 was 74.86% which is 8.46% better than our state target of 66.4%. For AMAO 2, P.S. 163 achieved a 22.95% which is 8.65% greater than the state target of 14.30%. The 2013-2014 School Quality Guide cites that P.S. 163 is Meeting their Targets for ELL students.

P.S. 163 is proud to be 1 of 114 schools nationwide and 1 of 6 schools in New York City, that were awarded the Apple ConnectED grant. Apple ConnectED is part of a White House initiative that aims to support the school's educational goals with technology. "Through this grant every student at P.S. 163 will receive an iPad, allowing students to connect with topics and express themselves like never before. Every teacher and administrator will receive an iPad and a Macbook to help support and inspire their students. Additionally, every classroom will have Apple TV to help students immerse themselves in the educational content they discover and the work they create." (Apple 2014) We look forward to working with the Apple Education team that will be assigned in the near future to support our school with this initiative. When established the team will be working closely with school leaders to make sure that each school's technical and educational needs are considered and their strategies are executed successfully. In addition, a professional development specialist will also help ensure that teachers are prepared to integrate technology into their curriculum.

Challenges:
While according to the School Quality Guide, P.S. 163 met the target for Closing the Achievement Gap, our greatest challenge remains the below than average academic achievement of many of our students, as measured by results on the New York State standardized assessments in ELA and Math, resulting in a significant gap between the school's performance and that of city schools. Student performance on the state test in English reveal that 15% met State standards, while 30% of all students in New York City achieved the State standards. Similarly student performance on the State test in Math reveals that 18% of our students met the State standards, while New York City students achieved 39%.

School Quality Review/ Growth with DTSDE Tenets:

In February 2013 P.S. 163 underwent a joint review involving an Integrated Intervention Team (IIT) representing the NYSED and a reviewer from NYCDOE's Office of School Quality. The IIT's DTSDE report was received by P.S. 163 on May 14, 2014, 454 days after the review was conducted. NYC's Quality Review report was shared with the school in 2013. Both reports rated the school as Developing. Again in May of 2014, P.S. 163 underwent an Alternate Quality Review (AQR) for Focus Schools aligned to the DTSDE Tenets. The AQR revealed that P.S. 163 had demonstrated significant progress in the following areas that are aligned to the DTSDE Tenet(s):

- School leaders and faculty align curricula to Common Core Learning Standards that effectively builds coherence and engages a variety of learners that result in improved access to curricula, cognitive engagement and academic performances. (QR 1.1/DTSDE 3.2)

    - The school's instructional team is guided by the citywide expectations and has established a school wide initiative, "Code RED" to focus on developing a coherent and Rigorous Curriculum, increase Engagement through Questioning and Discussions, and Differentiated Instruction based on Assessment of Student Learning. They meet regularly to also integrate the depth of knowledge into the curriculum and align units of study to the Common Core Learning Standards (CCLS). As a result of the coaches and first grade teachers cross referencing the CCLS with the selected curriculum, it was determined that curricular

enhancements were needed to a unit on money for first grade. The team added lessons and used additional resources with the first grade unit on money to ensure the instructional shifts were incorporated and students were given opportunity to demonstrate and discuss coin combinations. A lesson was observed in the first grade during the visit where students were working in four tiered groups-guided or independently to discuss and demonstrate how to use multiple coins interchangeably to represent a value and solve word problems. The lesson concluded with students writing independently in math journals on counting coins and representing $0.56 two ways with different coins. As a result of the school's planning efforts, teachers are positioned to expose students, to a curriculum that teaches critical thinking skills and concrete content knowledge through meaningful units of study.

- The school has established a writing advisory committee comprised of twelve volunteer members which meets weekly to support the implementation of new units of writing aligned to Teacher's College. Through the analysis of student work and also identifying teachers' understanding of writing units, professional development has been customized to support a school wide goal to elevate rigor and consistency in pedagogical understanding and practice. Following a teacher survey, it was determined that teachers needed support and guidance in not only the delivery in instruction for formulating an opinion, but also on the crafting of an opinion. As a result, the consultant worked with teachers to strengthen their opinion writing craft and delivery. The consultant was further available for one-on-one consultation with teachers. A consultant also works with teacher teams comprised of teachers for general education, students of special education and English language learners to create writing units and foster the shared understanding. The school shared a tool teachers are using in grades 3-5 to scaffold instruction for English learners compiled by the Los Angeles County Office of Education which provides questions and sentence writing frames which are cross-organized according to the different levels of depth of knowledge and English fluency levels. These structures support student access to instruction that engages a diversity of learners.

- The principal makes decisions to align key resources in ways that promote the achievement of school goals and support professional collaboration to strengthen instructional capacity and ensure meaningful student work products. (QR 1.3/DTSDE 2.3)

  - The principal maximizes budget allocations to support the school's instructional goals. Examples include assigning an English as a second language teacher to push in and co teach for 50-100% of the day thereby giving targeted support to English language learners; stocking classrooms with multiple technological resources including SMARTboards, laptops and document cameras giving students and staff opportunity to enhance and promote student learning through varied and interactive sources; and also through the establishment of the Instructional Leadership Team (ILT) which is comprised of the principal, two assistant principals, coaches, individual education plan teacher and technology liaison to address school wide instructional initiatives. In addition, a consultant supports the writing advisory committee efforts providing targeted professional development to individual staff and groups. This allocation of resources provides structures and academic supports required across grades to improve academic achievement and close the achievement gap as demonstrated by meaningful work products.

  - The principal organizes the school so that teachers have multiple opportunities to meet formally and informally as grade teams throughout the week with the support of a math or literacy coach and administration. In addition, they have scheduled time for professional development or additional teacher meetings, such as the data study group and the aforementioned writing advisory team. During the observed fifth grade teacher team meeting, the teachers worked collaboratively with the coach to review examples of student opinion writing to assess impact of lessons and inform instructional decisions. This example and the structures established at the school allow opportunities for teachers to focus on looking at student work to determine strengths and areas of need relating to key standards and the development of learning tasks that appropriately measure student outcomes aligned to the CCLS. As a result, teachers and teacher teams are embedding key

skills revealed from student data within lessons and learning tasks to meet the needs of all learners and ensuring that students are given the opportunity to engage in challenging academic tasks.

- The school has established a culture for learning with multiple structures for collaboration amongst staff, ongoing communication to families and supports instructional implementation to enhance student achievement. (QR 3.4/DTSDE 5.3)

  - The Danielson Framework for Teaching is used to analyze learning outcomes and give teachers feedback. Through this yearlong evaluation process plus participating in a citywide pilot last year, targeted professional learning has been designed to support school wide and individual teacher progress. For example, information collected from the observations to date has informed the design of May and June study groups for staff to not only participate in but also facilitate. An area of focus for one study group is giving feedback and conferring with students, which further supports the overall efforts of working together, to improve student achievement and teacher effectiveness.

  - A culture of high expectations and college and career readiness has been established through ongoing communication to parents, families and staff with progress reports to parents, monthly newsletters, monthly school calendar and workshops for parents. A purposefully planned and paced series of workshops and field trips for parents fosters a strong home school partnership and enhances student learning opportunities. In addition, the class specific newsletters and the progress reports provide parents with an awareness of what students are learning in school and how they are performing. A school wide Dropbox also allows for sharing resources and school wide communication and collaboration with staff, thereby a supporting collaboration of all constituents working together on school goals.

School-wide Focus:

When Chancellor Carmen Farina, asked all NYC schools to reflect upon and refine their instructional practices and to Integrate policy into an established, clearly articulated instructional focus for the 2014-2015 school year, the P.S. 163 community worked collaboratively to identify our school-wide focus. As a school community, we identified: Meeting the Social Emotional Needs of Students for Academic Success as our school-wide focus.

This focus will also help us ensure knowledge of students and their work, and use this knowledge as the starting point for planning but will also help us further develop a culture of collaborative professional learning that enables school and individual development.

To that end, in 2014-2015 P.S. 163 partnered with *The Ackerman Institute for the Family to* implement a comprehensive social-emotional learning curriculum, *Competent Kids, Caring Communities* (CKCC), at our school.

The CKCC curriculum aims to promote student success in learning and life by developing 5 key social emotional competencies which researchers and psychologists maintain allow us to modulate emotions, solve social problems creatively to be successful and responsible members of a community.

CKCC's 5 R's are:

- Reflective Abilities
- Regulation of Self
- Respect for Others
- Relationship Skills
- Responsibility-Taking

School Configuration (***2014-15***)					
Grade Configuration	**PK,0K ,01,02, 03,04, 05**	**Total Enrollment**	**571**	**SIG Recipient**	**N/A**

Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**N/A**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**N/A**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**N/A**	**# Music**	**N/A**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**96.9%**	**% Attendance Rate**	**93.2%**
% Free Lunch	**97.3%**	**% Reduced Lunch**	**1.7%**
% Limited English Proficient	**39.2%**	**% Students with Disabilities**	**20.0%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**0.5%**	**% Black or African American**	**32.1%**
% Hispanic or Latino	**65.7%**	**% Asian or Native Hawaiian/Pacific Islander**	**1.2%**
% White	**0.5%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**11.16**	**# of Assistant Principals (2014-15)**	**2**
# of Deans (2014-15)	**N/A**	**# of Counselors/Social Workers (2014-15)**	**2**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**2.2%**	**% Teaching Out of Certification (2013-14)**	**3.6%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.2%**	**Average Teacher Absences (2013-14)**	**7.12**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**15.2%**	**Mathematics Performance at levels 3 & 4**	**17.9%**
Science Performance at levels 3 & 4 (4th Grade)	**67.0%**	**Science Performance at levels 3 & 4 (8th Grade)**	**N/A**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**N/A**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
% of 3rd year students who earned 10+ credits	**N/A**	**4 Year Graduation Rate**	**N/A**
6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**NO**	**Limited English Proficient**	**YES**
Economically Disadvantaged	**NO**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**YES**
Economically Disadvantaged	**YES**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**YES**
Economically Disadvantaged	**YES**		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Graduation Rate *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Reflection:

In the 2012-2013 review conducted by NYSED, the school received Developing ratings for all tenets in this category. In the 2013-2014 AQR, the school demonstrated growth in the following statements of practice: 3.2 and 3.4. The AQR noted that the school was now Proficient in "ensur[ing] engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to the Common Core Learning Standards and/or content standards."

Strengths:

- According to the 2013-2014 AQR, the school works to align its curriculum to the CCLS. The school is now implementing a CCLS-aligned curriculum for ELA and Mathematics. One of the most significant changes since the 2012-2013 NYSED review is the adoption of Go Math, a CCLS-aligned curriculum. (QR 1.1/DTSDE 3.2)
- The AQR cites that school leaders and teachers supplement the curriculum when there is a deficiency in the resources being used. The AQR review team noted how last year on the first grade, the coaches and teachers noticed that the curriculum needed to be enhanced to include money, and as a result, the team added lessons and used additional resources to ensure the instructional shifts were incorporated. (QR 1.1/DTSDE 3.4)
- The school exceeded the SCEP goal for Tenet 3 in 2013-2014: "Improve measures of student performance and/or growth as measured by the NYS ELA and/or Mathematics for all students by 5%." P.S. 163 exceeded the goal demonstrating a 5.68% increase in ELA and an increase of 8.68 % in Math for the 2013-2014 school year. Similarly P.S. 163 exceeded the established goals for student growth in both ELA and Math for the 2013-2014 school year.

Weaknesses:

- The 2012-2013 NYSED review cited a limited scaffolding of content, materials, tasks, and teacher and peer supports to optimize learning when students are working on new or difficult tasks. The review also noted that there was little evidence of the use of pacing calendars to guide instruction. (DTSDE 3.3) Again in 2013-2014 the AQR team identified this area as in need of improvement. (QR 1.2)
- The 2012-2013 NYSED review noted that while most staff members engage in data analysis through the use of school-wide assessments, only some teachers scaffold instruction and group students for instruction based on data. Additionally, differentiated instruction was inconsistent for diverse learners. (DTSDE 3.5) Again in 2013-2014 the AQR team identified this area as in need of improvement. (QR 2.2)

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015, improve measures of student performance and/or growth as measured by the NYS ELA and/or Mathematics exams for all students by 5%. Student performance and growth will be achieved through coherent CCLS aligned curriculum unit plans and lessons that promote higher-order thinking skills.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
1. Provide targeted research-based Professional Development for all staff: • Professional Development Committee met to determine options for 80 minutes of Professional Development time for all teachers and paraprofessionals. • Teachers selected three options from a menu of Professional Development Opportunities in cycles from November 2014 - June 2015. There are three eight week cycles: First Cycle (11/10 – 1/5); Second Cycle (1/12 – 3/16); Third Cycle (3/23 – 5/18). The remaining Mondays are devoted to DOE Mandated Professional Development Topics. The Professional Development Menu for the 2014-2015 School Year includes: ▪ Close Reading ▪ Preventing and Managing Student Behavior by using CKCC and Life Space Strategies ▪ Questioning and Discussion	School leaders, teachers, paraprofessionals and guidance counselors	October 2014 - June 2015	Professional Development Committee composed of School Leaders, Teachers, UFT Chapter Leader)

▪ Using Assessments to Effectively Differentiate Instruction in Math ▪ Using Assessments to Effectively Differentiate Instruction in Reading ▪ Using Technology to Enhance Teaching and Learning			
2. Saturday Writing Academy • The focus of this program is to strengthen each student's writing skills. Students will use writing as a tool for thinking and clearly communicating their knowledge about topics in Science and Social Studies. During the course of the academy, students will write from sources to produce informative/explanatory pieces which are aligned to what is expected of them through the CCLS. The program will be offered for 26 -3 hour sessions on Saturdays. An additional hour of collaborative planning time is provided for the teachers of this program.	Grades 3-5: Students that are Level 3 or 4 in Reading based on F & P, but are scoring a Level 1 or 2 in Writing	December 2014 - June 2015	Principal, Assistant Principals, Teachers
3. After School Program for Academic Intervention • The focus of this program is to provide additional instruction for students who are not meeting grade level standards in English Language Arts and/or Mathematics. This program is offered Wednesdays and Thursdays from 2:40-5:00 p.m. An additional hour of collaborative planning time is provided for the teachers of this program.	Grades 3-5: Level 1 & Level 2 Students	December 2014 - April 2015	Principal, Assistant Principals, Teachers
4. Modify the Instructional Time devoted to Reading and Math Instruction in all grades • The Reading Workshop and Math Workshop blocks are longer than our normal 50 minute periods in order to provide more time for instruction in these subjects. In Reading, the shift is to provide more time for discussion on all grades, and to integrate Close Reading on grades 2-5. • Extend the time for Reading (70 minutes on Grades 2-5) and Mathematics (70 minutes on K-1, 80 Minutes on 2-5), Allocate a separate 30 minute Read Aloud period for K-1 classes.	Reading – Grades 1-5; Math – Grades K-5	September 2014 - June 2015	Principal, Assistant Principals, Teachers
5. Saturday English Language and Literacy through the Arts Program (ELLA) • The ELLA program is sponsored in collaboration with the NYCDOE's Department of English Language Learners and Student Support. The ELLA Program is offered to targeted English Language Learners and Immigrant students in grades 2-5. • The focus of this program is to strengthen each student's Academic English and Literacy skills through the integration of visual and performing arts. Each class is taught by an ESL or bilingual teacher in collaboration with a teaching artist. These teaching artists will come to the school to work with the teachers and students in their form of art. Additionally, the students will have the opportunity to see two Art Performances during the course of the program. • The program is offered for 20- 3hr Saturday sessions. An	Grades 2-5: Advanced ELL Students, Former ELL Students, Immigrant Students	December 2014 - May 2015	Principal, Assistant Principals, Teachers, Art Specialists in Theatre and Visual Arts

additional hour of collaborative planning time is provided for the teachers of this program. • Using school-based Title III and supplemented by Title I funding, P.S. 163 will extend the duration of the ELLA Program for an additional 7- 3hr sessions to enable students to take trips to cultural institutions, as well as prepare a celebratory performance or showcase of their learning.			
6. After School Language Lab • P.S. 163's After School Language Lab is a special program designed to assist newly admitted immigrant or ELL students. The program is offered on Wednesday and Thursday afternoons from 2:40 p.m. to 5:00 p.m. The children work on improving their English skills using an exciting program called Imagine Learning English. Imagine Learning English is an award-winning language and literacy software program that features interactive activities, videos, and games aimed at the acquisition of the English language.	Grades 1-5: Beginner ELL Students; Intermediate ELL Students with Low Reading Scores	December 2014 – June 2015	Principal, Assistant Principals, Teachers
7. Co-taught Self-Contained ESL Classrooms • There is a Self-Contained ESL Classroom on every grade K-5. In the 1st, 2nd, 3rd, and 4th grade classrooms, there are two co-teachers (1 Certified Childhood Education teacher and 1 certified TESOL Teacher) who collaborate to plan and deliver effective and highly effective instruction for their class, with a particular eye to differentiated small group instruction. In grades K & 5 the teacher is dually licensed.	Freestanding ESL students, Grades 1-4	September 2014 – June 2015	Principal, Assistant Principals, Teachers
8. Summer Literacy and Math Planning • Teachers and administrators worked during the summer to rework Lucy Calkins Units of Study in Reading and Units of Study in Opinion, Information and Narrative and Writing to fit the needs of our students and better align with the CCLS. Teachers and coaches worked to re-pace the Math calendar and modify it to suit identified needs. School leaders also worked to develop a new schedule, with additional time for Reading and Math, and a new Read Aloud period for K-1.	All Students	July 2014 – August 2014	Principal, Assistant Principals, Teachers
9. ELLA Data PD			
10. Provide in-class support for teachers focused on Elevating the Level of Discussion and Learning through Higher Order Questioning by understanding Webb's Depths of Knowledge, DOK questions stems, and discussion techniques that promote students posing their own questions. Teachers engaged in this study group will collaborate to learn how higher order questions improve students' thinking and overall performance.	All teachers	January 2015-June 2015	Instructional Coaches, Consultant from Generation Ready
11. Provide tutoring in small groups, no larger than 3:1, to support students at risk of retention in the grade.	Select Level 1 students at risk of retention	January 2015-June 2015	Principal, Assistant Principals, teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional Services provided by Consultant from Generation Ready; Per Session for Supervisor and Teachers involved in After-school, Saturday, and Parent Engagement Programs; Per Session for Planning Time for Teachers and School Leaders involved in facilitating PD; Program changes and coverages for teachers involved in Professional Development Committee; Per Diem coverage for teachers participating in Study Groups and Intervisitations to other classrooms or school sites; professional texts for and resources for participants in workshops and study groups, instructional resources for students in After-school and Saturday programs such books, software, copier and paper, existing teacher laptops, existing SMART boards.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: ▪ Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. ▪ Specify a timeframe for mid-point progress monitoring activities.				
Periodic Assessment – CCLS-aligned Spring Benchmark scores show an average of 10% improvement over the Fall Benchmark across all grade levels. Spring Benchmark administration window is February 5 – March 20.				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Reflection:

The 2012-2013 NYSED Review rated standards of practice 5.2 and 5.4 Effective, while standards of practice 5.3 and 5.5 were rated Developing. The school received an overall rating of Developing for this tenet. The 2013-2014 AQR noted growth in both 5.3 and 5.5, saying that the school was Proficient in "establish[ing] a culture of learning that communicates high expectations to staff, students, and families, and provide[s] supports to achieve those expectations," and in, "mak[ing] strategic organizational decisions to support the school's instructional goals and meet student learning needs, as evidenced by meaningful student work products."

Strengths:

- The 2012-2013 NYSED Review cited positives such as the student-led school pledge during the morning announcements and the inclusion of character education in the curriculum. The review also noted that the school had a Response to Intervention (RTI) team which works to put supports in place for students. (AQR3.4/DTSDE 5.4)

- Based on the 2013-2014 School Survey parents are satisfied with current school culture. The School Survey responses from parents in the School Culture section were positive. For example, for the statement "My child's school keeps me informed about what my child is learning," 95% of the parents who completed the survey responded that they either strongly agreed (65%) or agreed (30%). Similarly, 92% of the parents either strongly agreed or agreed with the statement, My child's school keeps me informed about services for me or my child, such as tutoring, after-school programs, or workshops at the school.

Needs:

- Teachers indicated in meetings in June 2014 that they wanted more training and resources to support student social-emotional development and well-being. The school community identified *Meeting the Social Emotional Needs of Students for Academic Success* as its school-wide focus for 2014-2015. This need is also evident in the 2013-2014 NYC School Survey in which only 44% of teacher respondents agree with the statement: My school does a good job teaching students the social and emotional skills needed to succeed in and be prepared for the next grade."
- After hitting a record-low of 195 incidents reported in OORS in 2012-2013, there was a slight increase in 2013-2014 to 205 incidents.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015, the P.S. 163 community will use data to identify areas of need, cultivate partnerships, and leverage resources to support and sustain students' social emotional health and academic achievement resulting in a 5% reduction of infractions to the discipline code as reported in the Online Occurrence Reporting System (OORS.)

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
1. Partner with the Ackerman Institute for the Family to implement the Competent Kids, Caring Communities (CKCC) curriculum during the 2014-2015 school year. • Competent Kids, Caring Communities is a curriculum developed by the Ackerman Institute for the Family. The purpose of CKCC is to support children's academic and social success, in other words, to develop "competent kids," by enhancing their social and emotional skills and building a strong family-school partnership. • CKCC was developed as universal preventative program. We are implementing their curriculum in all classrooms every Monday for one 50 minute period, and are infusing strategies learned throughout the day. • The parent letters and homework assignments are also available in Spanish, which makes the program more effective for English Language Learners. Problem solving strategies in the curriculum are particularly beneficial to our SwD population, some of which have Behavior Intervention Plans and/or a classification of Emotionally Disturbed. • The program enables all learners to express their feelings and	All students and parents	August 2014-June 2015	Principal, Assistant Principals, Teachers, Paraprofessionals, Guidance Counselors, School Aides, Parents, Consultant from Ackerman Institute for the Family

needs in a respectful and appropriate manner. • All school leaders, teachers, paraprofessionals and school aides participated in PD on CKCC in September 2014. Additional and ongoing training has been provided to our CKCC Team, which includes one lead teacher per grade level, cluster teachers, guidance counselors, school leaders, the Parent Coordinator and school aides. Two of these specialized trainings have taken place at the headquarters of the Ackerman Institute for the Family with Program Directors. • A consultant from CKCC visits the school on a monthly basis to coach teachers and the CKCC on the successful implementation of the curriculum. The consultant also visit classrooms and conducts demo lessons. • CKCC has also been instrumental in transforming our approach with parent engagement. In September 2014, after several meetings with the CKCC consultant and CKCC team, we put together a special "Family Night" even for the September Parent-Teacher Conference. Utilizing strategies from CKCC to draw parents in, such as having students write invitations and bring them home, we had strong turnout. Teachers developed a special schedule of interactive family activities specific to their class for both parents and students to participate in. Exit surveys showed that parents enjoyed the event and found it beneficial.			
2. The Response to Intervention (RTI) Team is a standing committee that comes together at the request of a teacher and/or parent to make recommendations to better support a specific student. These supports may be focused on improving academic performance, or might be focused on behavior and social-emotional well-being. Behavior supports may include a daily checklist, small group instruction, and at-risk counseling.	Students identified at risk by teachers and/or parents.	September 2014 – June 2015	School leaders, teachers, IEP teacher, guidance counselors, SAT, SIT
3. Work with Special Education School Improvement Specialist assigned by the RSE-TASC on improving student behavior in special education classroom, grades K-2. Providing in class support, coaching and professional development on the following: • Developing quality IEPS aligned to CCLS based on student strengths and needs. • Accelerating student learning and achievement by improving teacher plans and instruction designed to address all skill levels in the special education classroom. • Creating a positive classroom climate through effective use of assessment and progress monitoring.	Special Education Teachers, SWD in grades K-2	September 2014-June 2015	SESIS from RSE-TASC, Principal, Assistant Principals, IEP Teacher

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional Services provided by Consultant from The Ackerman Institute for the Family; Per Session for Supervisor and Teachers involved in After-school, Saturday, and Parent Engagement Programs; Per Session for Planning Time for Teachers and School Leaders involved in facilitating PD; Program changes and coverages for teachers involved in

Professional Development Committee; Per Diem coverage for teachers participating in Study Groups and Intervisitations to other classrooms or school sites; professional texts for and resources for participants in workshops and study groups, instructional resources for students in After-school and Saturday programs such books, software, copier and paper, existing teacher laptops, existing SMART boards.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.				
At the end of January 2015, we will review OORS data and compare it with last school year's data from the same time period to determine if we are making progress this area.				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Reflection:

The 2012-2013 NYSED Review rated statements of practice 4.5 Effective, while all others were rated as Developing. The school received an overall rating of Developing for this tenet. The 2013-2014 AQR noted that the school had accomplished a great deal at increasing collaboration among teachers. They cited the establishment of a Writing Advisory Committee (WAC) comprised of 12 voluntary teachers across the grades to discuss and evaluate the implementation of the new CCLS aligned curriculum (Units of Study for Opinion, Information, and Narrative Writing written by Lucy Calkins.)

Strengths:

- Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process. (DTSDE 4.5)

Needs:

- Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry. (DTSDE 4.4/AQR 1.2)

Part 2 – Annual Goal

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

By June 2015, improve pedagogical practice in the use of data, higher order questioning and actionable feedback to students resulting in 20% increase school-wide in teacher effectiveness as measured by the Danielson Framework for Teaching- Competency 1e: Designing Coherent Instruction.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
3. Engage in curriculum mapping to ensure alignment to Common Core Learning Standards (CCLS) and the identification of possible learning outcomes for each unit of study.	Principal, coaches, teachers	July 2014- June 2015	Principal, Assistant Principals, Coaches
4. Provide coaching support to improve quality of teacher plans to include how materials, tasks, grouping, and/or work products will be differentiated for varied needs of students.	Teachers	September 2014- June 2015	Principal, Assistant Principals, Coaches
5. Use other Professional Learning Time on Tuesday afternoons to engage in the collaborative review of student work in vertical teams, two times per month, aimed and improving the quality of teacher feedback to students in the area of writing. The remainder of the sessions devoted to working in grade level teams to improve teacher planning and preparation.	Teachers	September 2014- June 2015	Principal, Assistant Principals, Coaches
4. Provide professional learning opportunities designed to improve teacher questioning skills to engage in deep levels of thinking, text analysis, discussion, and questioning through the use of CCLS aligned complex text. Professional Development Offerings such as: • Close Reading **-** In this professional development series of 8-80 minute sessions, participants will investigate the importance of teaching students the strategy of *Notice and Note* to help students read literary texts with deeper understanding. During the 8 sessions participants will delve into the Six Notice and Note Signposts and their anchor questions while utilizing mentor text to look for the different signposts. The PD sessions provide opportunities for sharing, discussion and collaboration among all participants to deepen our understanding both at the primary and intermediate levels. Teachers will then be able to apply these new pedagogical strategies in their classrooms. As authors, Beers and Probst, of Mentor text *Notice and Note: Strategies for Close Reading*, state, these thinking and questioning strategies "… awaken associations in the reader's mind in which meaning is created." • Using Assessments Effectively to Differentiate Instruction in Math**-** In this professional development series of 8-80 minute sessions, participants will learn what to do with all the data	Principal, coaches, teachers	September 2014- June 2015	Principal, Assistant Principals, Coaches

they collect from Go Math!, including diagnostic, formative, and summative assessments. This eight week intensive professional development course, instructs teachers on how to effectively leverage the three types of assessment data and related tools within the program to drive student progress in math. Specifically, participants will learn to identify where their mathematicians are – what they know and what they don't know. They will also learn how to use item analysis to inform planning for targeted small group instruction aimed at moving our mathematicians to the next level. • Using Assessments Effectively to Differentiate Instruction in Reading **-** In this professional development series of 8, 80 minute sessions, participants will learn what to do with all the data they collect around students varying abilities in the area of Reading. Teachers will learn to use research-based interventions and strategies that will help prevent reading failures in the early grades and reverse reading failures in the upper grades. Using a variety of flexible strategies for solving problems in reading and writing while maintaining a focus on comprehension will help meet the needs of struggling readers. • Questioning and Discussion - In this professional development series of 8, 80 minute sessions, participants will learn strategies and techniques to develop questioning skill and facilitate class discussions. The goal is to have students take responsibility for their learning by developing higher order thinking skills and having meaningful discussions.			
5. Provide in-class support for teachers focused on Elevating the Level of Discussion and Learning through Higher Order Questioning by understanding Webb's Depths of Knowledge, DOK questions stems, and discussion techniques that promote students posing their own questions. Teachers engaged in this study group will collaborate to learn how higher order questions improve students' thinking and overall performance.	Principal, coaches, teachers	January 2015-June 2015	Principal, Assistant Principals, Coaches, Consultant
6. Interpreting and Using ELL Data PD • ESL and bilingual teachers, as well as classroom teachers of ELL students, were invited to participate in a four session PD series on using ELL data to inform instruction. • During series of workshops, teachers will explore the NYS English as a Second Language (ESL) Standards; standards, which have copious suggestions for differentiating instruction for different proficiency levels and how to activate each modality. • Teachers will learn how to filter and sort data culled from ATS reports, specifically RLAT and RLCB reports that contain NYSESLAT and NYSITELL data, respectively with Excel, and then had a chance to manipulate it for their own class, taking observation notes and sharing with the group.	Teacher of ELL students	December 2014 & March 2015	Principal, Assistant Principals, Teachers

• Teachers will use the modality and proficiency analysis they have conducted in concert with the NYS ESL standards and the CCLS to plan differentiated instruction small group instruction. • Teachers will be expected to share with the group in March some of the work that they have done with their class as a result of the December PD.			
7. Collaborative Inquiry • Collaborative inquiry is a sustained process of investigation and action by a group of educators that empowers teachers to improve student achievement and close the achievement gap. Collaborative inquiry can look very different in different contexts, but there are some common threads across all teams, mainly that teachers evaluate the effectiveness of their collective work through the lens of student work, their work and data. Tuesday afternoons during the other professional work time we will meet to form vertical groupings that will meet 2x per month to engage in Collaborative Inquiry around student performance in math or writing two areas in need of improvement at P.S. 163. • The Collaborative Inquiry Groups will meet regularly to review student work and the teacher's plans with the object of improving student outcomes by setting goals and targets for progress monitoring. The team members are there to support and generate ideas or introducing one another to different strategies an/or approaches to use in their classrooms. • Each teacher will identify 2 low performing students, 2 mid performing students and 1 high performing student to track in Writing or in Math. These students will be the basis of our Collaborative Inquiry Groups. • The Collaborative Inquiry Groups consist of a maximum of 6 teachers across multiple grade levels who have chosen to work with one another.	Teachers	January 2015-June 105	Principal, Assistant Principals, Coaches

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional Services provided by Consultant from The Ackerman Institute for the Family; Per Session for Supervisor and Teachers involved in After-school, Saturday, and Parent Engagement Programs; Per Session for Planning Time for Teachers and School Leaders involved in facilitating PD; Program changes and coverages for teachers involved in Professional Development Committee; Per Diem coverage for teachers participating in Study Groups and Intervisitations to other classrooms or school sites; professional texts for and resources for participants in workshops and study groups, instructional resources for students in After-school and Saturday programs such books, software, copier and paper, existing teacher laptops, existing SMART boards.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
x	**Tax Levy**	x	**Title I Basic**		**Title I 1003(a)**		**Title IIA**		**Title III**	x	**P/F Set-aside**		**Grants**

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.				
In February 2015, school leaders will review data derived from the NYC Teacher Evaluation System, Advance, that demonstrates an improvement in competency 1e: Designing Coherent Instruction.				
Part 6b. Complete in **February 2015.**				
6. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
7. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Reflection:

The 2012-2013 NYSED Review rated statement of practice 2.2 Ineffective, while statements of practice 2.3 and 2.4 were rated as Developing. Statement of practice 2.4 was rated as Effective. The school received an overall rating of Developing for this tenet. The 2013-2014 AQR noted that the school had accomplished a great deal at increasing collaboration among teachers. They cited the establishment of a Writing Advisory Committee (WAC) comprised of 12 voluntary teachers across the grades to discuss and evaluate the implementation of the new CCLS aligned curriculum (Units of Study for Opinion, Information, and Narrative Writing written by Lucy Calkins.

Strengths:

In 2013, the school received a rating of Effective for the following statement of practice: Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved. (DTSDE/2.4)

Needs:

In 2013, the NYSED reviewers identified the following statement of practice as Ineffective: "Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP)." (DTSDE 2.2)

In 2013, the school received a rating of Developing for the following statement of practice: The school leader has a fully

functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data; feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement. (DTSDE 2.4)

Feedback from the reviewers cited that while school leaders were using the Danielson Framework for formal and informal observations, which took place regularly they concluded that the feedback provided by the school leaders did not accurately target individual teachers' needs. Additionally, teachers reported to the reviewers that the professional development they receive does not include follow-up that addressed their individual needs. (DTSDE 2.5)

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015, 80% of all eligible teachers will show growth in one or more of the school's areas of focus for teacher effectiveness competencies: 3b, 3c, 3d as measured by the Danielson Framework for Teaching. Teacher growth will be supported by effective feedback and data informed professional development.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
1. School leaders worked collaboratively with all staff to examine school data and core values to develop a shared vision and mission for the school. **Core Values** • We believe that all children can achieve and have the right to be successful and productive members of our community. • We believe that we all learn uniquely. We acknowledge those different learning styles and pledge to find the right strategies and tools to assist the children in our charge achieve. • We believe that learning takes place best in a positive caring community that demonstrates mutual respect and focuses on children first. • We believe that we are lifelong learners and as such are committed to work as collaborative community of learners and leaders. Each one of us is a learner and each one of us has the potential to lead. • We believe that parents are our partners in this mission.	Principal, Assistant Principals, Teachers	September 2014-June 2015	Principal, Assistant Principals, Coaches and Teachers

	After examining our beliefs and reimagining the type of school we wanted to be, the work of rewriting the vision and mission statements was turned over to the School Leadership Team (SLT). The SLT which includes equal representation of our staff and families wrote and adopted the following vision and mission statements. **<u>Our Vision</u>** P.S. 163 is a Caring Community of Collaborative Learners and Leaders. **<u>Our Mission Statement</u>** P.S. 163 is committed to fostering independent thinkers with a love of learning who have the support to reach their full potential within a nurturing, respectful, and safe environment that encourages all learners to succeed in life. These statements not only represent the collective work of the entire P.S. 163 community, but are embody many elements of the NYCDOE Capacity Framework, including the belief and trust that we can collaborative improve outcomes for our students.			
2.	Refine school leaders' system for evaluating teacher practice in by developing better systems for managing tasks related to Advance. Using protocols and tools that foster a culture of reflection, growth, trust, and collective efficacy.	School leaders, teachers	September 2014-June 2015	School leaders
3.	Provide teacher's 3 choices from a menu of Professional Development Opportunities in cycles from November 2014 -June 2015. There are three eight week cycles. First Cycle (11/10 – 1/5); Second Cycle (1/12 – 3/16); Third Cycle (3/23 – 5/18). The remaining Mondays will be devoted to DOE Mandated Professional Development Topics. The Professional Development Menu for the 2014-2015 School Year includes: • Close Reading • Preventing and Managing Student Behavior by using CKCC and Life Space Strategies • Questioning and Discussion • Using Assessments Effectively to Differentiate Instruction in Math • Using Assessments Effectively to Differentiate Instruction in Reading • Using Technology to Enhance Teaching and Learning • Using Visuals and Other Effective Teaching Strategies to Engage Students	Teachers, Guidance Counselors, Parent Coordinator	September 2014-June 2015	School Leaders, Teachers and Coaches
4.	Provide in-class support for teachers focused on Elevating the Level of Discussion and Learning through Higher Order Questioning by understanding Webb's Depths of Knowledge, DOK question stems, and discussion techniques that promote students posing their own questions. Teachers engaged in this study group will collaborate to learn how higher order questions improve students' thinking and overall performance.	School leaders, teachers, coaches	January 2015 - June 2015	Consultant from Generation Ready

5. Participate in the District 9's New Teacher Center Training for School Mentors. Through workshops and forums school-based mentors will: ➢ Develop fundamental knowledge and skills related to instructional mentoring and formative assessment. ➢ Ongoing practice with tools and processes to promote effective observation, feedback and coaching strategies. ➢ Develop expertise in collecting classroom data on teaching and learning, and in the analysis of student work and student outcome indicators. ➢ Cultivate teacher leadership, providing participants with the tools and strategies to design and facilitate meaningful professional development at the school level.	Coaches/ mentors	8 full days of PD and 4 Forums September 2014-June 2015	New Teacher Center, Consultants
6. Participate in District 9's Professional Development for School Leaders through the New Teacher Center to support successful implementation of the new teacher evaluation system with critical attention to teacher development, coaching-based supervision, and student learning outcomes. School leaders will participate in 4 full days of professional learning aimed at enhancing school leaders skills and capacity in the areas of observing and analyzing teacher practice, using coaching based language and protocols to support teachers' learning, providing actionable verbal and written feedback, conducting difficult conversations, and planning differentiated professional development ot meet teachers' needs.	School leaders	4 full days of PD September 2014- June 2015	New Teacher Center, Consultants

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional Services provided by Consultant from The Ackerman Institute for the Family; Per Session for Supervisor and Teachers involved in After-school, Saturday, and Parent Engagement Programs; Per Session for Planning Time for Teachers and School Leaders involved in facilitating PD; Program changes and coverages for teachers involved in Professional Development Committee; Per Diem coverage for teachers participating in Study Groups and Intervisitations to other classrooms or school sites; professional texts for and resources for participants in workshops and study groups, instructional resources for students in After-school and Saturday programs such books, software, copier and paper, existing teacher laptops, existing SMART boards.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.
In February 2015, School Leaders will evaluate the effectiveness of teacher practice by discussing and citing evidence of improvements in teaching practice with an emphasis on competencies: 3b, 3c and 3d. Additionally, we will use an Exit

Survey following each cycle of professional development to determine if we are meeting the needs of the teachers through planned professional learning opportunities.				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Reflection:

The 2012-2013 NYSED Review rated 6.2 and 6.4 Effective, while 6.3 and 6.5 were Developing. The school received an overall rating of Developing for this tenet. The 2013-2014 AQR noted growth in both 6.3 and 6.5, saying that the school was Proficient in "establish[ing] a culture of learning that communicates high expectations to staff, students, and families, and provide[s] supports to achieve those expectations." (QR 3.4)

Strengths:

At P.S. 163 we believe the education of a child requires the participation of the entire school community. Key to this endeavor is the involvement and input of the families who decide to make P.S. 163 a part of their child's growth as a student and as a person. We believe this can be achieved through ongoing and developing dialogue between all members of the school community. An indicator of the connectedness between the home and school community is provided in the number of school families that voluntarily participate in school meetings and conferences scheduled throughout the year. (DTSDE 6.2)

Needs:

We believe that greater participation can provide all members of the P.S. 163 learning community with an insight as to the degree families are receiving the opportunity to participate in the overall operation of our school and therefore this opportunity will inspire them to demonstrate their willingness to provide input through participation throughout all aspects of their child's learning experience at P.S. 163.

Continue to share data in a way that empowers and encourages families to use and understand data to promote

dialogue between parents, students and school constituents centered on students learning and success. (DTSDE 6.5)

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015, improve and sustain healthy partnerships with families that are linked to student's needs and academic achievement which will result in a 5% increase in the number of Parents attending workshops and conferences during the 2014-2015 school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
1. Our Parent Coordinator is a full time employee devoted to developing and reinforcing the Home/School connection. Available to support families from 8:00 a.m. to 4:00 p.m. daily. Services provided include: Parent intake forms to record visits to request information, teacher meetings, and/or to address concerns regarding their child's school experience. Work with the PTA leadership to plan, organize, and coordinate school community activities. In addition, the Parent Coordinator provides print resources such as Common Core Curriculum Guides, Homework and Test Strategies, Bullying and Cyber Bullying Guides.	students, parents, caregivers	September 2014- June 2015	Parent Coordinator
2. Parent Engagement Conversations, (Tuesday afternoons from 2:40-3:20 p.m.) provides opportunities for teachers to meet with parents and guardians in support of student academic and social/ emotional development. Additionally, during the 2014 – 2015 school year two additional Parent Engagement evenings have been planned to develop the whole school community connection.	students, parents, caregivers	September 2014- June 2015	School Leaders, Teachers, Guidance Counselors, Parent Coordinator, PTA Leadership
3. The P.S 163 Parent Teacher Association interfaces between community and school to identify opportunities for support and collaboration. Support Personnel address parent and caregiver questions and concerns includes Parent Coordinator, PTA Officers, and Parent Volunteers.	students, parents, caregivers	September 2014- June 2015	Parent Coordinator, PTA Leadership
4. Partner with the Ackerman Institute for the Family to introduce and implement Competent Kids, Caring Communities (CKCC) curriculum to support children's academic and social success, by enhancing their social and emotional skills and building stronger family-school	students, parents, caregivers	September 2014- June 2015	Parent Coordinator, PTA Leadership, Consultant

partnerships.			
5. Monthly Grade Level Newsletters written by collaborative teacher teams are sent home at the start of each month informing parents of academic content to be covered and describing what students will learn and be able to do in the coming month. The newsletters also include important reminders about school programs, upcoming school events and celebratory items.	students, parents, caregivers	September 2014- June 2015	Teachers and School leaders
6. Interim Progress Reports inform parents and care givers of their child's academic progress so to inform and provide them with the information to support and promote their child's growth and development. These progress reports are sent home periodically and between the issuance of Report Cards to inform parents/Guardians of their child's academic progress towards meeting the grade level standards.	students, parents, caregivers	September 2014- June 2015	School Leaders, Teachers, Guidance Counselors, Parent Coordinator, PTA Leadership
7. Workshops and Learning opportunities for Families are offered regularly by school staff, such as school leaders, teachers, coaches, and guidance counselors, etc., inform stakeholders about academic and social/ emotional programs and supports available at the school. Some examples of planned workshops for our families are: An Overview of Go Math, Differentiating Instruction with Go Math!, Literacy in the Home, Math Games for the Home, Monthly Read Aloud, The Common Core Learning Standards, the Middle School Choice Application Process, Bullying and Cyber Bullying. Other workshop offerings are coordinated with CBOs such NYCPAL, Health First, NYC Public Library, Cornell Cooperative Extension, NYC Office of Emergency Management, NYC Fire Department, the Ackerman Institute for the Family ; the Jewish Board, Arts for All, Sharon Baptiste after care program, and the Anne Frank Center. P.S. 163 families also participate in other Learning Opportunities such as the NYC Parent Academy as well as the New York State Association for Bilingual Education Conference (NYSABE).	students, parents, caregivers	September 2014- June 2015	School Leaders, Parent Coordinator, Coaches, Teachers, Consultants, CBOs, Field Experts
8. P.S. 163 provides Community Support for Translation and Communication regularly issuing all communications in both English and Spanish. Additionally we use NYCDOE Translation Unit for Communications in other languages such as Arabic, French, Bengali etc.; We have also developed a communications strategy to engage a dialog with speaker of the Soninke language (currently the Third most utilized language by families at P.S. 163) by scheduling conferences call with translators provided by the NYCDOE translation unit. Utilize several methods to communicate with the school community to increase available information to all stake holders regarding events, issues, and opportunities for support of student and school community development (School Messenger, Home visits by School Family Workers; Telephone; E-mail lists; Updates; Announcements; School website; In person meet and greet; Notices distributed to school community through school; Newsletters; and Notices)	students, parents, caregivers	September 2014- June 2015	School Leaders, Parent Coordinator, Coaches, Guidance Counselors, School Nurse, Teachers
9. School Survey- gathers information from the parent/guardians point of view about how well the school serves children with a particular emphasis on the learning environment.	students, parents, caregivers	September 2014- June 2015	School Survey Coordinator, Parent

			Coordinator, PTA Leadership, Teachers
10. Schedule Pre-Kindergarten and Kindergarten Open Houses to provide local community, families, and stake holders with an opportunity to tour the school, meet the staff and visit classrooms before enrollment in the school. Schedule Pre-Kindergarten and Kindergarten Orientations in June and August to provide students newly to P.S. 163 with the information and resources need to maximize their student's educational experience.	students, parents, caregivers	January 2015- June 2015	School Survey Coordinator, Parent Coordinator, PTA Leadership, Teachers
11. Community "Family Fun" Activities- Provide opportunities for families to come together to develop school spirit, trust and cross cultural respect. Events have included Fall Family Fun Fest, Decorating and Holiday Treats, Movie Night, and Parent volunteer recognition.	students, parents, caregivers	September 2014- June 2015	School Leaders, Parent Coordinator, PTA Leadership, Teachers, Consultants, CBOs, Field Experts
12. Title III Parent Support Group • One of our bilingual teachers has recently earned her Master's in Social Work (MSW). She will facilitate two 10-session support groups for parents of ELLs. • Parent Support Groups provide informal mutual support and opportunities to discuss parenting challenges and strategies. Parents will learn about resources and organizations to improve their parenting practices, as well ways to better support their child's academic and social development. • The first group will consist solely of Spanish-speaking parents of ELLs and be conducted entirely in Spanish. The second group will consist of parents of ELLs who speak other languages and will be conducted in English, with first language support provided as needed by participants. Running the Spanish group first will allow the teacher to solely on content when planning, and then focus on making the English content accessible to parents when planning for the second group.	students, parents, caregivers of ELL and immigrant students	December 2014- May2015	School Leaders, Parent Coordinator, Teacher with MSW

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional Services provided by Consultant from The Ackerman Institute for the Family; Per Session for Supervisor and Teachers involved in Community and Parent Engagement Programs; Per Session for Planning Time for Teachers and School Leaders involved in facilitating PD, Open Houses or Orientations; Program changes and coverages for teachers involved in PD, Open Houses or Orientations; Per Diem coverage for teachers participating in PD, Open Houses or Orientations; professional texts for and resources for participants in workshops and study groups, instructional resources for such books, software, copier and paper, existing teacher laptops, existing SMART boards.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
	Tax Levy	x	**Title I Basic**		**Title I 1003(a)**		**Title IIA**	x	**Title III**	x	**P/F Set-aside**		**Grants**

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.				
Mid-point benchmark measurements as of February 1st, 2015 will include an analysis of workshop and conference attendance sheets will indicate an increase in the rate of 5%.				
Part 6b. Complete in **February 2015.**				
7. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
8. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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

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

Type of Academic Intervention Service (AIS)	**Criteria for determining AIS services**	**Type of Program or strategy** (e.g. repeated readings, interactive writings, etc.)	**Method for delivery of service** (e.g. small group, one-to-one, tutoring, etc.)	**When the service is provided** (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students scoring at Performance Level 1 on F & P Assessment or NYS ELA exam.	Guided Reading Intervention; After-school Program	Small Groups 6:1 or 3:1 After-school Groups 15:1	During the school day, After-school
Mathematics	Students scoring at Performance Level 1 on NYS Math exam.	Guided Math Intervention; After-school Program	Small Groups 6:1 or 3:1 After-school Groups 15:1	During the school day, After-school
Science	Students scoring at Performance Level 1 on Chapter Exams.	Guided Science Intervention	Small Groups 6:1 or 3:1	During the school day
Social Studies	Students scoring at Performance Level 1 on Chapter Exams.	Guided SS Intervention	Small Groups 6:1 or 3:1	During the school day
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Students having engaged in multiple infractions of discipline code. Referral to RTI team for social emotional needs.	Competent Kids Caring Communities; Caring School Community; Heartwood	Small Groups 6:1 or 3:1	During the school day

09X163 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**PK,0K ,01,02, 03,04, 05**	**Total Enrollment**	**571**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**N/A**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**N/A**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**N/A**	**# Music**	**N/A**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**96.9%**	**% Attendance Rate**	**93.2%**
% Free Lunch	**97.3%**	**% Reduced Lunch**	**1.7%**
% Limited English Proficient	**39.2%**	**% Students with Disabilities**	**20.0%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**0.5%**	**% Black or African American**	**32.1%**
% Hispanic or Latino	**65.7%**	**% Asian or Native Hawaiian/Pacific Islander**	**1.2%**
% White	**0.5%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**11.16**	**# of Assistant Principals (2014-15)**	**2**
# of Deans (2014-15)	**N/A**	**# of Counselors/Social Workers (2014-15)**	**2**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**2.2%**	**% Teaching Out of Certification (2013-14)**	**3.6%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.2%**	**Average Teacher Absences (2013-14)**	**7.12**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**15.2%**	**Mathematics Performance at levels 3 & 4**	**17.9%**
Science Performance at levels 3 & 4 (4th Grade)	**67.0%**	**Science Performance at levels 3 & 4 (8th Grade)**	**N/A**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**N/A**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
% of 3rd year students who earned 10+ credits	**N/A**	**4 Year Graduation Rate**	**N/A**
6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**NO**	**Limited English Proficient**	**YES**
Economically Disadvantaged	**NO**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**YES**
Economically Disadvantaged	**YES**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**YES**
Economically Disadvantaged	**YES**		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Graduation Rate *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		

09X163 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**PK,0K ,01,02, 03,04, 05**	**Total Enrollment**	**571**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**N/A**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**N/A**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**N/A**	**# Music**	**N/A**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**96.9%**	**% Attendance Rate**	**93.2%**
% Free Lunch	**97.3%**	**% Reduced Lunch**	**1.7%**
% Limited English Proficient	**39.2%**	**% Students with Disabilities**	**20.0%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**0.5%**	**% Black or African American**	**32.1%**
% Hispanic or Latino	**65.7%**	**% Asian or Native Hawaiian/Pacific Islander**	**1.2%**
% White	**0.5%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**11.16**	**# of Assistant Principals (2014-15)**	**2**
# of Deans (2014-15)	**N/A**	**# of Counselors/Social Workers (2014-15)**	**2**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**2.2%**	**% Teaching Out of Certification (2013-14)**	**3.6%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.2%**	**Average Teacher Absences (2013-14)**	**7.12**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**15.2%**	**Mathematics Performance at levels 3 & 4**	**17.9%**
Science Performance at levels 3 & 4 (4th Grade)	**67.0%**	**Science Performance at levels 3 & 4 (8th Grade)**	**N/A**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**N/A**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
% of 3rd year students who earned 10+ credits	**N/A**	**4 Year Graduation Rate**	**N/A**
6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**NO**	**Limited English Proficient**	**YES**
Economically Disadvantaged	**NO**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**YES**
Economically Disadvantaged	**YES**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**YES**
Economically Disadvantaged	**YES**		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Graduation Rate *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		

09X163 School Information Sheet

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
P.S. 163 works closely with the Office of Teacher Recruitment. We post specific vacancies on NYCDOE Teacher Finder website providing additional information about our vacancies to prospective candidates. Every year we receive a high number of applicants. School Leaders review all resumes and screen them carefully before inviting prospective candidates to interview at the school. The interview process involves interviews with both Assistant Principals and the School principal. The instructional leadership team consults with one another seeking consensus before making offers to a prospective candidate. In addition, P.S. 163 school leaders visit job fairs organized by the NYCDOE as well as job fairs hosted and organized by colleges in the New York metro area. We network with college program directors at Manhattanville College, Lehman College, City College and Fordham University among others. P.S. 163 actively promotes our participation in the Teachers of Tomorrow (TOT) program which provides an incentive for teachers who are newly hired to work in high needs school. TOT offers eligible newly-hired teachers $3,400 for each year of service at TOT school, for up to four consecutive years. In order for a teacher to qualify they must complete one full year of service and receive an "Effective or Highly Effective" rating for the school year.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
P.S. 163 created a School-based Professional Development Committee composed of both school leaders and teachers to review school data and assess the needs of the staff. The committee collaborated and engaged in the following inquiry process to develop a Professional Development Plan for the 2014-2015 school year. We reviewed the data including but not limited to the: 2013-2014 AQR, 2012-2013 QR Review, 2012-2013 NYSED –DTSDE Review, NYS Results on ELA and Math exams. We engaged in personal reflection and discussion, answering questions such as "What professional learning has supported you most in growing your instructional practice? What made the experience powerful? How did this professional learning experience lead to greater learning for your students? Based on the identified needs of the school, what professional learning experiences should P.S. 163 offer that will result in improved teacher practice and result in improved student outcomes? Additionally, the committee members read and discussed articles about Best Practices Based on Research. One example was, "What works in Professional Development?" by Thomas R. Guskey and Kwan Suk Yoon. Next we further explored, "How can P.S. 163 differentiate professional development opportunities to

maximize teacher growth and development during the 80 minutes allocated for Professional Learning on Monday afternoons?" After that we created a menu of learning opportunities for all staff aimed at improving teacher practices and ultimately student outcomes. A school survey was conducted that allowed the Professional Development Committee to garner teacher interests and needs and to modify and finalize professional development plan for 2014-2015 school year. Finally, in addition to the variety of mandated professional development topics presented to staff we gave teacher's 3 choices from a menu of Professional Development Opportunities in cycles from November 2014 -June 2015. There are three eight week cycles. First Cycle (11/10 – 1/5); Second Cycle (1/12 – 3/16); Third Cycle (3/23 – 5/18).

The Professional Development Menu for the 2014-2015 School Year includes:

- Close Reading
- Preventing and Managing Student Behavior by using CKCC and Life Space Strategies
- Questioning and Discussion
- Using Assessments Effectively to Differentiate Instruction in Math
- Using Assessments Effectively to Differentiate Instruction in Reading
- Using Technology to Enhance Teaching and Learning
- Using Visuals and Other Effective Teaching Strategies to Engage Students

AT P.S. 163 we have two full time Instructional Coaches on staff that also serve as mentors to newly hired staff. The instructional coaches assist school leaders increase the quality and effectiveness of teacher practice by participating in the Instructional Leadership Team. In consultation with school leaders, instructional coaches support teachers in the following ways:

- Observe teacher practice with a focused lens
    - Planning and Preparation
    - Classroom Environments
    - Alignment of curriculum to CCLS
    - Engagement through questioning and discussion
    - Assessment Informed Instruction
- Assist teachers with planning lessons
- Provide demonstration lessons
- Co-teach lessons
- De-brief with teachers
- Periodically follow-up with target teachers and provide feedback to school leaders

Our Instructional Coaches also:

- Assistant with the Pacing and Organization of Curriculum
- Assist teachers unpack and implement curriculum
- Assist teachers in looking at student work
- Provide Professional Development

Currently both coaches are honing their skills by participating in the NTC Mentor Training program made possible by a District 9 grant.

To support school staff improve teacher effectiveness we have contracted consultants from Generation Ready who focus on improving teachers questioning and discussion skills. Consultants from the Ackerman Institute for the Family are guiding our implementation of the new CKCC curriculum aimed at improving supports for the social emotional needs of our students.

Our staff also benefit from participating in professional development opportunities offered outside of the school through the Office of Early Childhood, CFN 109, Fordham University, and the Executive Leadership Institute.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
P.S. 163 Pre-K Program We have added a Pre-K class this year. Pre-K students and their families will benefit from the integration of this program into our school community when they transition to Kindergarten. Many resources are shared between Pre-K and the rest of the school. Pre-K students already receive Art, Music, and PE instruction from cluster teachers that they will continue to work with in Kindergarten. The K-2 instructional coach works with the Pre-K teacher to ensure alignment of curriculum to the Common Core Learning Standards. Additionally, the Pre-K class uses the Competent Kids, Caring Communities curriculum one period a week, just like all of the K-5 classes. **Professional Development** The Pre-K teacher and the paraprofessional participate in citywide Pre-K Professional Development, offered by the Office of Early Childhood, as well as in the Monday PD Block with the rest of the teaching staff at P.S. 163. **Parental Involvement Activities** Every year in the spring, P.S. 163 has an Open House for incoming Kindergarteners and their families. There are read alouds, classroom visits, and informational sessions for parents. Our Kindergarten teachers also prepare a host of informational packets that help facilitate the transition from early childhood programs or the home to school life. With regards to parents of students eligible for the NYSITELL, parents are invited to attend a Parent Orientation Meeting so that they may view the Parent Orientation Video from the NYCDOE that explains the three parent options for English Language Learners available throughout the City of New York. Parents sign-in, the agenda is posted, and the parents watch a video (either in their native language if available, English, or a language that a family member/friend can understand to assist the parent with making an informed decision). Parent Orientations are done in groups during peak enrollment times or individually during off peak times (new admits throughout the year). Upon completion of the Parent Orientation Meeting, the parents are given a Program Selection Form to indicate their program preference. Parent Option Letters are collected before the parent/guardian leaves the school. It is rare that a parent does not return to Parent Option Letter before leaving. **Sharing of Records and Information** As a public school under the auspices of the NYCDOE, P.S. 163 has access to the Pre-K records of admitted students that attended Pre-K programs at other NYCDOE schools. Our clerical staff is familiar with utilizing Automate the Schools (ATS) and the Student Enrollment Management System (SEMS) to access this information. **Early Intervention Services** Our IEP Teacher is constantly in communication with Pupil Personnel about all new admits with IEPs. She is also monitoring the Special Education Student Information System (SESIS) daily for information about new cases and turning

five cases. She works with administrators and the network to ensure that all mandated services are provided. In addition, our guidance counselors conduct outreach to the previous schools when necessary.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Measures of Student Learning (MOSL)

The School Local Measures Committee (SLMC) met during Summer 2014 to discuss recommendations to be made to the principal regarding the Local Measures for the Teacher MOSLs. One of the committee's recommendations was that there be a Baseline Assessment for the K-2 ELA MOSL. This baseline is optional, but all committee members agreed that it would be beneficial for this assessment to be included. After the baseline results were scored and given to teachers, there was an afternoon PD held with all K-2 classroom teachers to discuss the results and next steps for students.

Math

At the end of 2012-2013, the principal ordered samples of two CCLS-aligned math curriculums, Math in Focus and Go Math. Teachers were given time to look through the materials and make a recommendation to the School Leadership Team (SLT). The teachers selected Go Math. Through consensus the SLT agreed adopted Go Math for use at P.S. 163, in part because it was the program of choice selected by the NYCDOE. Every chapter in Go Math includes a diagnostic assessment, a formative assessment, and a summative assessment. In 2012-2013, the teachers looked at student work on these assessments during Grade Level Meetings. After School Data Teams were also convened to examine these assessments, as well as the use of item analysis and resources from the Go Math curriculum to implement small group math instruction. As a result of feedback from the Grade Level Meetings and the Data Teams, when the instructional coaches and administrators met in the Summer of 2014 to plan for 2014-2015, it was decided to eliminate the administration of the stand-alone performance tasks at the end of the Go Math unit, as the performance task included in the standard summative assessment (Chapter Test Form B) was actually more rigorous than the stand-alone performance task. It also provided more actionable data. In response to feedback from teachers, this year one of the Monday PD Block workshops is devoted to Using Assessment Data Effectively to Differentiate Instruction in Math.

Reading

P.S. 163 has utilized the Fountas and Pinnell (F&P) Reading Benchmark Assessment System in all classes since the 2008-2009 school year. Initially, students were only tested in Fiction, but with the implementation of the Common Core Learning Standards, P.S. 163 began to administer the Non-fiction test to all students as well, to ensure that progress was being made in Nonfiction. In previous school years, we found that most students were generally reading at a lower level in Nonfiction than in Fiction. However, in 2013-2014 teachers and administrators noticed that this disparity had disappeared and in many cases students Non-fiction reading surpassed their comprehension of Fiction reading. Additionally, teachers expressed concern to administrators and coaches in Grade Level Meetings and Post-Observation Conferences that the time required for administering both Fiction and Non-fiction consumed too much time of the reading workshop, which could have been better spent on small group instruction. In response to this, when the instructional coaches and administrators met during the Summer of 2014, the consensus was to eliminate mandated Non-fiction F&P testing.

With regards to the use of F&P data to improve instruction, all classroom teachers are expected to meet with a reading group for guided instruction four days a week (Monday, Tuesday, Thursday, Friday). On Wednesdays, teachers confer with their students during Reading Workshop. Teachers use the F&P scores to configure the reading groups, then use needs identified from the F&P data and conferencing to choose learning objectives and plan instruction for the groups. The information they gather is shared periodically with families.

All experienced teachers received training in administration of F&P tests and use of F&P data in previous school years. New teachers and teachers identified as in need of additional training received more than 10 hours of training in September and October 2014. In response to feedback from teachers, this year one of the Monday PD Block workshops is devoted to Using Assessment Data Effectively to Differentiate Instruction in Reading.

Writing
In 2013-2014, P.S. 163 implemented the Lucy Calkins' *Units of Study in Opinion, Information and Narrative Writing*. In Spring 2014, the school conducted a survey to assess how the implementation of the program was going. One of the things that came up was that teachers did not like the rubrics provided by the curriculum and preferred the rubrics created in-house, which were used in previous years. As a result of this feedback, the Instructional Leadership Team brought back the in-house developed rubrics this year. These rubrics focus on the 6+1 Writing Traits, which are:

- Ideas and Content
- Organization
- Voice
- Word Choice
- Sentence Fluency
- Conventions
- Presentation

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 codes[1]. 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 consolidated[2]. **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 Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, 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	577,427		
Title I School Improvement 1003(a)	Federal	n/a		
Title I Priority and Focus School Improvement Funds	Federal	138,370		
Title II, Part A	Federal	238,291		
Title III, Part A	Federal	27,092		
Title III, Immigrant	Federal	20,157		
Tax Levy (FSF)	Local	2,914,638		

[1]Explanation/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:

1. 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.
2. 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.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.

10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Arthur. A. Schomburg Elementary School – P.S. 163,** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 163** will support parents and families of Title I students by:

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

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

school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

P.S. 163, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information ⓘ

District 09	Borough Bronx	School Number 163
School Name PS 163 - Arthur A. Schomburg		

B. Language Allocation Policy Team Composition ⓘ

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

Principal Dilsia Martinez	Assistant Principal Karen Bolles
Coach James Flynn	Coach type here
ESL Teacher Nichole Cooper	Guidance Counselor type here
Teacher/Subject Area Johanna Escobar / ESL	Parent Joanne Brown / PTA President
Teacher/Subject Area Melissa Solano / Bilingual	Parent Coordinator Betty Stewart
Related Service Provider type here	Other Marilyn Rivera / Parent
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.	4	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	4	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 not currently teaching in the ESL program	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	590	Total number of ELLs	232	ELLs as share of total student population (%)	39.32%

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☒	No☐	If yes, indicate language(s): Spanish
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	76	0	2	1	0	0	0	0	0	77
Dual Language										0
ESL	129	12	20	25	0	7	1	0	1	155

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	205	12	22	26	0	7	1	0	1	232
Number of ELLs who have an alternate placement paraprofessional: 4										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	23	17	20	14	3	0								77
SELECT ONE														0
SELECT ONE														0
TOTAL	23	17	20	14	3	0	0	0	0	0	0	0	0	77

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

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

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

Freestanding English as a Second Language Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	9	9	15	25	29								98
Chinese														0
Russian														0
Bengali	1		1	1										3
Urdu														0
Arabic	1				1									2
Haitian														0
French		1			1	1								3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	12	13	11	3	5	5								49
TOTAL	**25**	**23**	**21**	**19**	**32**	**35**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**155**

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	23	6	6	4	6	10								55
Intermediate(I)	6	16	15	6	13	7								63
Advanced (A)	19	18	20	23	16	18								114
Total	**48**	**40**	**41**	**33**	**35**	**35**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**232**

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	21	3	3	0	27
4	22	4	0	0	26
5	22	3	0	0	25
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	11	0	10	0	9	0	0	0	30
8									0

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				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

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

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

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

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
With the decision of NYSED to no longer create reading/writing and listening/speaking subscores, we came up with our own tool to analyze NYSESLAT data. We created an excel template, which shows how far away students are from reaching the next level(s) of proficiency and gives us needs analysis by modality for all Advanced and Intermediate students. Teachers are looking at this data on a class level to inform their instruction. For example, a teacher with many students who are struggling in Speaking can incorporate more Turn and Talk activities in whole class and small group instruction. Add bit about 100 and inquiry

The Class Data Summary Sheets, documents created by the Data Coach and administrators for teachers to aggregate the most important student data in one place, have an AMAO column that gives classroom and ESL teachers information about the progress of their students. The column indicates which students moved up a proficiency level on the NYSESLAT and if students with "one data point" (i.e. the LAB-R) moved to Intermediate/Advanced or did not grow. NYSED has not provided us with a new AMAO formula for students who did not move up a proficiency level on the NYSESLAT and we cannot evaluate the progress of those students for AMAO. Working with Aileen Colon, a consultant from the Fordham Regional Bilingual and ESL Resource Network (RBE-RN), we have identified ELL students on third grade who have not made growth on the NYSESLAT for two years now. The third grade co-teachers of the self-contained ESL classroom and the teacher of the TBE classroom are working in conjunction with Ms. Colon and the Data Coach to conduct inquiry and improve instruction for this targeted group of students.

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

On K-3, the TBE classes have a higher number of Beginner students and more Level 1/2 students according to Fountas and Pinnell. This is due to several factors. Spanish-speaking families of newcomer students typically opt to place their children in TBE rather than ESL.

The same is true of Spanish-speaking families of children with minimal English entering Kindergarten. In the Kindergarten bilingual class, 15 entitled students scored less than 10 points the LAB-R, while 8 entitled students scored between 11 and 26 points. The numbers are almost identical for the self-contained ESL class, only they are reversed. Seven students in ESL scored less than 10, while 15 students scored between 11 and 26.

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

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

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

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

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

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

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

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

This year, There is also a special project in the works. At our school, we are working in conjunction with Aileen Colon of the Fordham to develop the 3rd grade ESL and Bilingual classrooms as Lab Sites for other ELL teachers to visit. As part of this project, with Ms. Colon

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

6. How do you make sure that a child's second language development is considered in instructional decisions?
The bulk of our ELLs are in either self-contained ESL classrooms or Bilingual classrooms with a certified ESL or Bilingual pedagogue that is an expert on second language development. These teachers incorporate Language Objectives and Vocabulary into their lesson plans. ELL teachers have the current NYSESLAT/LAB-R data, including Needs Analysis, for all of their students. In addition to informing instruction on a daily basis, this data will be used during the Inquiry process later this school year.

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

Not applicable.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
There are many different metrics for evaluating the success of our programs. Chief among them are the ELA and Math scores. During this transition period to the new and rigorous Common Core exams, we are far from making AMAO 3. The scores for the ELA and Math our general education students were low, and our ELLs' scores were even lower. We must do better. As a Focus school the past several years, we have sought to improve instruction in Writing. As noted in Item 1, Writing has historically been our weakness. However, we can see from this year's ELA results that Reading is now a concern as well, and the NYSESLAT results show that Speaking has emerged as a need. There is much work to do.

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

Part IV: ELL Identification Process

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

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

The two pedagogues primarily responsible for the HLIS are Data Coach James Flynn, a certified ESL teacher, and Nivia Babuska, a certified early childhood bilingual teacher. If a child is a new admit to NYC DOE public schools, Ms. Gladys Garcia, the pupil personnel secretary, contacts Mr. Flynn or Ms. Babuska and asks them to report to the office. We ask the parent to complete the Home Language Identification Survey. A licensed pedagogue is available to speak with the parent/guardian and conduct the informal oral interview and the formal initial assessment. In the event the family does not speak English, we have licensed pedagogues who are able to assist in Spanish, French, Japanese, and certain African dialects. We also utilize the NYCDOE Translation and Interpretation Unit. However, it has been our experience that families who do not speak English or Spanish bring

family/friends to assist with communication between the school and family. The Home Language Identification Survey is given to the parent/guardian during registration, completed on site, and returned to the licensed pedagogue before the parent leaves the school. The pedagogue present conducts the oral interview and is available to assist the parents/guardians if they have questions about the HLIS. If the parent/guardian indicates that "no other language is spoken at home," then the student is enrolled in an English monolingual class. When a language other than English is indicated on the HLIS and confirmed by during the informal interview, the parent is then provided information about the three Program Options (TBE, ESL, or Dual Language), typically through a Parent Orientation (see Item #2). The child is placed in the program indicated by the parent.

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

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Most of our parent communication is done in person when the parent comes to register a student. Peak enrollment times allow for immediate information to be shared with the parent in the form of Parent Orientation. We recognize that it is difficult for parents/guardians to return for Parent Orientation to make an informed program selection, so we take proactive measures to get the paperwork completed as students are registered.

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

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
It is rare that a parent does not return to Program Selection and Parent Survey at the end of the Parent Orientation before leaving. In the event the parent/guardian does not want to make a selection or needs clarification about the program options available to

their child(ren), Ms. Babuska or Mr. Flynn explains that according to the child's assessments the child is entitled to receive ELL services that are mandated by the state.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
As described in Item #2, the three options in NYC are explained to parents at the Parent Orientation. Parents of students who are entitled to services as a result of their score on the LAB-R may select any of the three programs, even if the program is not presently offered at our school. As previously explained, Spanish-speaking pedagogues are available every step of the way and accommodations are made for speakers of other languages as well, as described in Item #1 and #2. Parent program selection is entered into the ELPC screen on ATS. Program selection at our school has largely aligned with the program configuration, though we are always monitoring parent preferences.

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
Program models are aligned with Parent Option letters. Upon reviewing our Parent Surveys and Program Selection forms, the trend has been that Spanish dominant families select the Transitional Bilingual Program. Families with students who speak more English or have more English social language select the ESL program. Only one parent in the past seven years has requested to visit a Dual Language Program. She was directed to PS 218; however, once she realized that the student would be further from the immediate community, she opted for the ESL program and remained at PS 163. We've observed that parents utilize neighbors and family supports within close proximity of the school and prefer to remain "close to home."

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

a. ESL - Each grade K-5 has a self-contained ESL classroom. On Kindergarten and grade 5, the classroom teacher (Ms. DaSilva, K, and Ms. Osorio, 5th) is also ESL certified and provides ESL services herself. On grades 1-4, there is a classroom teacher and an ESL teacher pushes in for 100 minutes a day to provide ESL services (Ms. Escobar – grades 1-2; Ms. Cooper – grades 3-4). The pairs of Common Branch teachers and certified ESL teachers use common planning times, schedule additional times to communicate/plan, and utilize e-mail to share content and curriculum language objectives to ensure effective ESL planning, delivery of grade-level Common Core curriculum, and delivery of language-level instruction by the ESL push-in teacher in small groups (tactile and interactive methods are used for engagement and learning experiences).
TBE – On K-2, every grade has a Spanish TBE class. There is also a 3-4 bridge Spanish TBE class. In the bridge class, the third grade ELLs are all levels, but the fourth graders are new arrivals.

b. The students in the ESL and TBE classrooms are together all day. The classes are heterogeneous with the exception of the fourth graders in the 3/4 bilingual class, whom are all beginners. Teachers meet with students in small groups throughout the day for differentiated instruction.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

Spanish.

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
   Students in the TBE program are assessed using the Fountas and Pinnell Spanish Reading Benchmark Assessment three times a year, just as we do in English with all students. On K-2, Native Language Acquisition is also measured using Estrellita assessments and benchmarks.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
   This year, we are introducing an ESL Report Card. The report cards will be distributed in December and April.
6. How do you differentiate instruction for ELL subgroups?
   a. Describe your instructional plan for SIFE.
   b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
   c. Describe your plan for ELLs receiving service 4 to 6 years.
   d. Describe your plan for long-term ELLs (completed 6+ years).
   e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

c. Students with 4 to 6 years of service will still benefit from many of the strategies outlined for students with three years or

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

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

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

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Curriculum and Instruction - PS 163 has targeted small group instruction in Math, Reading, Writing, and Science. The new Go Math curriculum contains different activities for RTI Tiers II and II, as well as many manipulatives and technology supports to help our ELL-SWDs access instruction.
Scheduling - PS 163 offers a full hour every day of Reading Workshop and 90 minutes of Math in order to enable all students, particularly ELL-SWDs, to succeed.

Courses Taught in Languages Other than English

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
All ELL students have the same access to learning as do non-ELL students. Each ESL/TBE class uses SMART Boards, document cameras listening centers, and laptops, as well as access to digital recorders, digital cameras, poster makers, and color copies for visual support.

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

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

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

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Typically ELLs are divided into small groups throughout the subject areas so that ESL and TBE teachers are able to differentiate, support, infuse ESL strategies, and provide real-world connections and activities using small group instruction throughout ELA, NLA, math, and social studies. TBE teachers provide NLA in Spanish to strengthen and support the development of the Spanish language throughout the four domains and have Spanish leveled text available to support Spanish instruction.

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

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
After School - The academic instruction offered to the ELLs in the 3-5 After School program is more appropriate to the upper grade students. The Zoom In text series being used has age-appropriate visuals and content. The focus on test preparation is appropriate to the grade band.

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

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

18. What language electives are offered to ELLs?
While it would be exciting to have a program, PS 163 is an elementary school and does not currently offer any foreign language classes.

19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable.

C. Professional Development and Support for School Staff

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

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

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

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

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

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

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

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

D. Parental Involvement

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

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

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

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

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

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

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

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

E. Additional Information

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

Part VI: LAP Assurances

School Name: PS 163 Arthur A. Schomburg			**School DBN:** X163
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dilsia Martinez	Principal		
Karen Bolles	Assistant Principal		
Betty Stewart	Parent Coordinator		
Nichole Haughton (Cooper)	ESL Teacher		
Joanne Brown / PTA	Parent		
Johanna Escobar / ESL	Teacher/Subject Area		
Melissa Solano / Bilingual	Teacher/Subject Area		
James Flynn	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Marylin Rivera	Other Parent		
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09X163 **School Name: Arthur Schomburg Elementary School**

Cluster: 1 **Network: CFN109**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

Department of Education
Carmen Fariña, Chancellor

Department of English Language Learners and Student Support
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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: PS 163 Arthur A. Schomburg	DBN: 09X163
This school is (check one):	☒conceptually consolidated (skip part E below) ☐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): ☐Before school ☒After school ☒Saturday academy
Total # of ELLs to be served: 120 Grades to be served by this program (check all that apply): ☐K ☒1 ☒2 ☒3 ☒4 ☒5

Part B: Direct Instruction Supplemental Program Information

☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12

Total # of teachers in this program: 4
# of certified ESL/Bilingual teachers: 4
# of content area teachers: 0

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:

Rationale / Background:

We have met AMAO 1 & 2 for the past two school years. Using the AMAO Tool 7.30, we have determined that our rate last year for AMAO 1 was 74.86% (66.4% state target) and for AMAO 2 was 22.95% (14.30% state target). Our success last year was in part due to the targeted supplementary programs we ran with Title III funding and other sources: Standard English Academy for SIFE Students, the Saturday ELL Arts program, and the After School program. We look forward to adapting to the needs of this year's ELL population and seeing our students continue to succeed.

Rationale for Intermediate and Advanced Student Program (Extended Saturday ELLA Program) :

Further analysis of the AMAO Tool data revealed that the vast majority of students scoring proficient in terms of scale score but struggling with one or more modality were having trouble in listening and/or speaking, and were meeting the criteria for proficiency in reading and writing. With this in mind, our Direct Instruction for Intermediate and Advanced students will have a particular focus on Speaking and Listening. To accomplish this, we will extend the run of the Saturday ELL Arts program, which typically runs from January->May. This program has instruction in all four modalities, but is particularly rich in opportunities for Listening and Speaking. Adding sessions in December, May, and June will provide additional support for our students.

Every session will have at least one read-aloud of a text related to the topic being studied. After the read-aloud, teachers will facilitate effective questioning and discussion among students, utilizing the "signpost" questions identified in Notice and Note by Kylene Beers and Robert Probst. Our teachers have had professional development during the normal school day on this text and our students on grades 2-5 have already been exposed to the signposts. This use of a familiar framework will enable all students to participate in the discussion and improve their Listening and Speaking skills.

In the sessions that take place before the beginning of the DELLSS-sponsored program, the read-aloud books will be texts recommended for student social-emotional learning from the Competent Kids, Caring Communities curriculum. This curriculum is being implemented during the normal school day, but there

is a long supplementary list of suggested read-alouds that teachers do not have time to utilize during the normal school day. To bring in the arts focus, the teacher will guide the students in completing a mini-art project that ties in with one read-alouds or the CKCC characters. The mini-art project could be a visual art project, a short reader's theatre performance of a script written by the students, a puppet show, or something else at the discretion of the teacher. The project will be shared by students with the other classes on the last session before the start of the DELLSS part of the program.

In the sessions that take place after the end of the DELLSS-sponsored program, the read-alouds will be books on the art form that was covered with the teaching artist(s). The teacher will guide the students in preparing for a performance for parents at the end of the program. The performance will showcase the linguistic and artistic skills that the students have acquired on Saturdays.

Rationale for Beginner Student Program (After School Language Lab) :

A look at the data for our first and second year newcomers revealed that this subgroup is struggling with making AMAO 1 in grades 1-5. We will provide targeted intervention to Beginner ELLs who are new arrivals, as well as students who came in 2013-2014 and did not make AMAO 1. To provide this support, we will run an After School Language Lab, utilizing the 26 licenses of Imagine Learning English the school already possesses to support students, renewing and adding licenses as student need demands. Imagine Learning English assesses students and uses that data to provide students with targeted instruction on their level.

In order to ensure that students also have a chance to move and talk, the teacher will also incorporate songs and exercises from other ELL resources, such as Moving Smart and Genki English. The teacher of this program will also be responsible for generating reports about student needs from Imagine Learning and sharing the data with the relevant classroom / TBE/ ESL teachers.

Subgroups and Grade Levels of Students to be Served:

Extension of Saturday ELL Arts Program - Intermediate and Advanced Students, Grades 2-5

After School Language Lab - Beginner ELL Students, Grades 1-5

Schedule and Duration:

Extension of Saturday ELL Arts Program: 4 hours on 8 Saturdays (9 a.m. - 1 p.m.) - 12/5, 12/12, 12/19, 5/16, 5/30, 6/6, 6/13, 6/19

After School Language Lab: 2 hours on 47 days (Wednesdays and Thursdays, 2:40 p.m. - 4:40 p.m.) - 12/3, 12/4, 12/10, 12/11, 12/17, 12/18, 1/7, 1/8, 1/14, 1/15, 1/21, 1/22, 1/28, 1/29, 2/4, 2/5, 2/11, 2/12, 2/25, 2/26, 3/4, 3/5, 3/18, 3/19, 3/25, 3/26, 4/15, 4/16, 4/22, 4/23, 4/29, 4/30, 5/6, 5/7, 5/13,

Part B: Direct Instruction Supplemental Program Information

5/14, 5/20, 5/21, 5/27, 5/28, 6/3, 6/10, 6/11, 6/17, 6/18, 6/24, 6/25

Language of Instruction:

Extension of Saturday ELL Arts Program: English, with targeted support to students in Spanish

After School Language Lab: English, with targeted support in Arabic, French, and Spanish via Imagine Learning English.

Number and Types of Certified Teachers:

Extension of Saturday ELL Arts Program: 4 Teachers - Ms. Osorio, ESL Teacher; Ms. Bodden, bilingual teacher; Ms. Herrera, bilingual teacher; Ms. Solano, bilingual teacher

After School Language Lab - 1 Teacher - Ms. Solano, bilingual teacher

Types of Materials:

Extension of Saturday ELL Arts Program: Already On Hand - CKCC Curriculum; To Purchase - Read-aloud books for discussion including It's Hard to Be a Verb by Julia Cook, I'm So Embarrassed by Robert Munsch, The Big Test by Julie Dannesberg, and Get Organized Without Losing It by Janet S. Fox;

After School Language Lab: Already On Hand - Computer Lab, Genki English, and Moving Smart; To Renew/Purchase - Imagine Learning English Licenses - $150/seat annually;

Supervision:

All program dates for the After School Language Lab and the Extension of the Saturday ELLA Program will require a supervisor. There will be no other program present in the building for the Saturday ELLA Program. The After School Language Lab will be the only program in the building, except for the days that the Parent Support Group and/or ELL PD runs. All of the programs mentioned are Title III Programs. The supervisor will also be the facilitator of the ELL PD.

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

Part C: Professional Development

Begin description here:

Rationale:

PD on interpreting and using ESL data. We already do some of this during the Monday PD Block, but there is much more to cover. Experienced ESL/bilingual teachers would benefit from extra PD sessions to examine AMAO Tool data and student work. Teachers that consistently use the NYSESLAT and other data sources to inform student groupings and instruction have had very good results on the NYSESLAT.

Other staff who work full time with ELLs are still working out the fundamentals of ESL data and a full-fledged PD series - we have two new ESL teachers, as well as four general education co-teachers in self-contained ESL classes that would benefit. Cluster teachers serving these classes could also benefit.

In order to ensure that there is adequate follow-up, the PD groups will meet both in the fall and in the spring.

Teachers to Receive Training:

As this PD would take place outside of the normal school day, participation would be based on teacher responses. This is a list of teachers who have the greatest need.

Advanced PD: Ms. Acosta, bilingual teacher; Ms. Bodden, bilingual teacher; Ms. Solano, bilingual teacher; Ms. Escobar, ESL teacher; Ms. Haughton, ESL Teacher;

Fundamentals PD: Ms. Eagens, classroom teacher; Ms. Taylor, ESL teacher; Ms. Falcon, classroom teacher; Ms. Herrera, classroom teacher; Ms. Lyness, classroom teacher; Ms. Komins, ESL teacher; Ms. Cabral, ESL teacher;

Schedule and Duration:

Advanced PD - 4 sessions - 2 hours on Thursdays (2:40 p.m. - 4:40 p.m.) - 12/11, 12/18, 3/19, 3/26

Fundamentals PD - 5 sessions - 2 hours on Wednesdays (2:40 p.m. - 4:40 p.m.) - 12/3, 12/10, 12/17, 3/18, 3/25

Topics to be covered:

- Using data from the AMAO Tool

- Creating Instructional Groupings and Learning Objectives based and NYSESLAT data and other sources

- Using Data to Generate Language Objectives (Fundamentals group)

Part C: Professional Development
- Data and the SIOP Model (Advanced group) Supervisor: All program dates for the PD program coincide with the After School Language Lab. As stated in the Direct Instruction section, a supervisor is needed as the only programs present in the building are Title III programs. The supervisor will also be the facilitator of the PD program.

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: Rationale: ELL parents struggle with many different challenges. Some of them are recent immigrants and are just adjusting to life in the United States. Others may have been here for several years, but are still learning English and may have difficulty finding out information or accessing services that their family is in need of. Our school is 99% Title I, so our ELL parents are also heads of Economically Disadvantaged households, which have still more issues to contend with. This past spring, Ms. Acosta, one of our bilingual teachers, completed her Master's in Social Work. She has experience leading support groups for both adolescents and adults. Ms. Acosta has expressed interest in leading support groups for parents of our ELLs. Schedule and Duration: We are planning to run two support groups, each consisting of ten two-hour weekly sessions. The first support group will be exclusively with Spanish-speaking parents. Ms. Acosta is fluent in Spanish and is very familiar with the different Latin American cultures in our school's population. After this ten session group has run its course, a second support group will be held. The second group will be conducted in English with parents from the many different other language groups that make up our community, such as Bengali, French, Fulani, Soninke, Wolof, and Mandinka. This group will run after the Spanish-speaking support group has finished its ten weeks so that Ms. Acosta's preparation with this second group can

focus on making the content culturally and linguistically accessible. This will also allow time to identify community members who can help with interpretation.

Dates for Group 1 (All Wednesdays): 12/3, 12/10, 12/17, 1/7, 1/14, 1/21, 1/28, 2/4, 2/11, 2/25

Dates for Group 2 (All Wednesdays): 3/4, 3/11, 3/18, 3/25, 4/1, 4/15, 4/22, 4/29, 5/6, 5/13

All Sessions are Two Hours in Length, 2:40 p.m. to 4:40 p.m.

Topics to be Covered:

Support groups would provide parents with a safe and confidential environment where parents could express their concerns, and also equip parents with a better understanding of child development and how to support their child academically.

In addition to these supports, Ms. Acosta is looking to leverage PS 163's new partnership with Competent Kids, Caring Communities (CKCC), an offshoot of the Ackerman Institute for the Family. CKCC provides schools with training and CCLS-aligned curriculum for supporting children's academic and social success by enhancing their social and emotional skills and building a strong family-school partnership. Ms. Acosta has been trained by CKCC and is implementing their curriculum in the classroom. She is looking forward to strengthening the family-school partnership by incorporating some of the vocabulary, strategies, and activities into her support group sessions.

Name of Provider:

Leidy Acosta, bilingual teacher

How Parents Will Be Notified of These Activities:

Parents will be invited to participate through flyers backpacked home in early November. Flyers will be in English, Spanish, Bengali, and French. English and Spanish flyers will be created in-house, while Bengali and French flyers will be translated with help from the Translation and Interpretation Unit.

Materials:

Cookies and juice will be provided for parents and children at the meetings. The budget is $250.

Supervisor:

Part D: Parental Engagement Activities
All program dates for the Parent Support Group coincide with the After School Language Lab. As stated in the Direct Instruction section, a supervisor is needed as the only programs present in the building are Title III programs. The supervisor will facilitate the ELL PD.

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) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____